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ABSTRACT

This manual is the fourth in a set of training manuals for Head Start staff. It contains descriptions of workshop modules on the topics of (1) language development in children, (2) creativity in children, (3) the Individualized Education Program (IEP), (4) building self-esteem in families, (5) family development, (6) effective communication, and (7) skill development within the policy group. Each workshop description contains an overview of the subject, learner, outcomes, and procedures for presenting the workshop. Handouts, bibliographies, and other materials needed to conduct the workshops are also included. (PCB)

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Training Manual for Local Head Start Staff
Part IV

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Each manual is equipped with workshop modules for Head Start coordinators to use for inservice training. Workshop modules contain sample agendas, directions for group activities, games, mini-lectures, handouts, and references.

Training Manual for Local Head Start Staff
Part IV

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developed by Carol Rudolph, HSRTC Child Development Training Specialist

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developed by Carol Rudolph, HSRTC

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developed by Carol Rudolph, HSRTC

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developed by Helen Vojna, Social Services Training Specialist, HSRTC

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developed by Helen Vojna, HSRTC

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developed by Sylvia Carter, Parent Involvement Training Specialist, HSRTC

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developed by Sylvia Carter, HSRTC

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Language Development

OVERVIEW

During the preschool years, one of the most important skills preschoolers learn is oral communication. The ability to use speech and language effectively allows children to make sense of their world, to communicate with others, and to learn. Language affects children's cognitive, social and emotional growth. Thus, it is important for preschool teachers and parents to understand how language develops and their role in fostering optimum development and skill.

This workshop focuses on the importance of preschool and home experiences that foster language development. Participants are assisted in identifying the stages of language development, developing techniques that stimulate language at informal times as well as identifying adult behaviors that hinder language expression. In addition, there are suggestions for adapting classroom activities to encourage participation of children with varying levels of language development.

LEARNER OUTCOMES

Participants will be able to:

- describe the basic developmental tasks in the development of language in children from infancy to school age
- match classroom activities according to their appropriateness for children at various levels of language development
- describe techniques that stimulate language expression
- describe adult behaviors that hinder language development and expression
- demonstrate understanding of the integration of language development with other aspects of development

AGENDA

Number of Minutes	Activities
15	Introduction
15	Warm-up
15	Mini-lecture #1
15	Small Group Activity #1
30	Discussion
15	BREAK
30	Film and Discussion
15	Open-ended Questions - Mini-lecture #2
20	Small Group Activity #2
10	Report Back
60	LUNCH
15	Mini-lecture #3
30	Small Group Activity #3
30	Report Back
15	Summary and Evaluation

Approximate Time	Activities
15 Minutes	INTRODUCTION Go over the agenda and learning objectives for the session.
15 Minutes	WARM-UP ACTIVITY The purpose of this activity is to experience the importance of being listened to as an incentive to communicate. Listening Exercise: Ask participants to pick a partner. Instruct them to sit back to back. Ask partner A to begin to talk while partner B sits silently listening. After three minutes, ask participants to change roles and to do the exercise again. Discuss with the whole group their reactions to this communication experience. Some reactions you may wish to elicit are: 1. The importance of being listened to 2. The non-verbal communication 3. The self-concept and how it's affected by communication skills

Approximate Time	Activities
15 Minutes	MINILECTURE #1 Review the stages of language development and how language is acquired. See Attachment #1 "Sequential Development of Language" and Attachment #2 "Milestones in the Development of Language Ability in Young Children." Discuss the interrelated aspects of language development with cognitive and social/emotional development. See Attachment #3 and #4 "Relationship of Cognitive Development to Other Aspects of Development: Key Points and Three Different Theories."
15 Minutes	SMALL GROUP ACTIVITY #1 Instruct participants to form small groups of approximately 6 - 10 (depending on how large the entire group is). Ask the groups to brainstorm techniques that stimulate language development in the classroom and also to brainstorm adult behaviors that hamper or stunt language development. (See Attachment #5 "Techniques that Foster Language Expression" and Attachment #6 "Techniques that Hamper Language Expression.") Ask each group to prepare at least one role play that demonstrates a response that enhances language development.
30 Minutes	DISCUSSION Ask each group reporter to share the ideas the group developed and encourage participants to share their reactions to the various role playing situations.

Approximate Time	Activities
15 Minutes	BREAK
30 Minutes	FILM AND DISCUSSION. See Attachment #7 for the key points, questions and suggestions for film resources.
15 Minutes	Present Open-ended Questions. Minilecture #2. See Attachment #8.
20 Minutes	SMALL GROUP ACTIVITY #2 Instruct participants to form small groups again. Give each group a sheet of paper which describes a learning experience in which children can develop a variety of concepts by being asked open-ended questions. See Attachment #9 with sample description. The participants will be asked to list at least 10 open-ended questions that will stimulate children's language expression as well as their thinking abilities.
10 Minutes	Report back and discuss.
60 Minutes	LUNCH
15 Minutes	MINILECTURE #3 Discuss individualizing of language activities and developing awareness of children at various levels of language development.

Approximate Time	Activities
30 Minutes	SMALL GROUP ACTIVITY #3 Instruct participants to explore the variety of new materials you have available for them to enhance language development. (Provide paper bags, paper plates, flannel pieces, felt, string, ribbons, paint, etc.) Give them 30 - 45 minutes to make a project (or two). Ask them to share their projects with the whole group. See Attachment #10.
30 Minutes	Report Back.
15 Minutes	SUMMARY AND EVALUATION Ask participants to assist you in listing key points and concepts on flip chart. Hand out evaluation forms.

Topic	Key Concepts
Review the term "Individualizing Instruction"	Individualizing instruction recognizes the varied needs, skills, interests and personalities of the individual children in the classroom. Children vary in their language abilities. Within a group activity, all children will not be able or will not be interested in the task. What are some of the strategies we can adopt to deal with individual differences? 1. Don't expect all children to do the same task. 2. Break group into smaller sub groups. 3. Encourage children to participate - never force children to participate. 4. Have a variety of activities planned to meet the range of needs.
Give an Example:	Children are putting on a puppet show. This activity is likely to happen as an impromptu experience and probably initiated by the older children in the group. Some children will be announcers. Some children will manipulate the puppets. Children will pull the curtain. Some children will want to be an audience.

All are involved in using language, either listening or speaking. Some speak with confidence and do not need to 'hide' behind the puppet; some children are practicing speaking by using a puppet as a 'crutch' and others are using the puppet to expand their creative use of language although they are quite competent already. Some children prefer listening to performing and serve an important purpose in being able to show other children that listening is important, too!

When staff or parents interact with children, it is crucial to recognize the individual differences in language expression or the child's self-concept will be affected. A child's speech, if corrected, too often can become delayed or disabled. A child may cease speaking if corrected too often.

It is important to plan conversations with children who are a 'challenge' to talk with. Children whose speech is unclear are not as much fun to talk with as those who are at ease in conversation and their language is colorful and expressive. Children who do not know how to use language, or who are shy may be difficult to converse with. Adults should plan questions to ask these children ahead of time - questions that relate to their interests, environment and activities.*

See Module: PLANNING FOR AND GROUPING CHILDREN TO MEET INDIVIDUAL NEEDS, pp. 4-22, Training Manual for Local Head Start Staff, III.

DEFINITIONS

Language:	"Language is knowledge in our heads."
(Cazden)	Language consists of all the words in a person's mental dictionary. Language exists even in moments of silence and sleep.
(Petty and Starkey)	A learned, arbitrary, structured system of sounds and sequences of sounds that includes a system of socially shared meanings."
Listening	Aural language
Speaking	Oral language

Speaking, listening, reading and writing are all part of language development.

Jargon	The unintelligible jabber that develops at about 12 months and increases until about 18 months.
Grammar	A set of rules governing all the basic parts of a language and ensuring that the meaning of sentences can be understood.
Closure - Busting	A way of stimulating the child to move to asking new questions rather than let him be completely satisfied with a given answer.

Open-ended Questions:

Convergent questions	Cause and effect questions
Divergent questions	Questions that produce many possible ideas or solutions
Evaluate questions	Questions that require a child to make a judgment

BOOKS

Katherine Read, The Nursery School: Human Relationship and Learning, pp. 236-244, 261-264. W. B. Saunders Company, West Washington Square, Philadelphia, PA 19105.

Joanne Hendrick, The Whole Child: New Trends in Early Childhood Education, pp. 197-215. C. V. Mosky Company, St. Louis, Missouri. 1975.

Hobson, Robinson and Skeen, Child Development and Relationships, Addison - Wesley Publishing Company, Reading, Mass.

DHEW Publication No (OH DS) 78-31113, Children with Speech Language Impairments, A Guide for Teachers, Parents and others who work with Speech and Language Impaired Preschoolers.

Available from:

Resource Access Project
Georgetown Child Development Center
Washington, DC

202-625-3694

Stanley Pryor
Roxanne Kauffman

SEQUENTIAL DEVELOPMENT OF LANGUAGE*

Language Behavior	Developmental Age
Cooing, smiling	12 weeks
Turns head toward human voice; some chuckling sounds	16 weeks
Cooing, interspersed with consonant sounds	20 weeks
Cooing, changing to babbling, such as "ma, mu, da, di"	6 months
Repetition of babbling patterns "gogie (doggy)"; distinct intonation patterns	8 months
Sound play, such as gurgling, or bubble blowing; tries to imitate sounds	10 months
Understands some words and simple commands; use of words such as "mama" and "dada" emerging	12 months
Has vocabulary of more than three but less than 50 words; still much babbling	18 months
Vocabulary of more than 50 words; begins to join words in two-word phrases: "daddy ball ... me up"	24 months
Fastest increase of vocabulary; 3 to 4 word sentences; great variation in intelligibility among children; understanding everything said to them	30 months
1,000 word vocabulary; about 80% of utterances intelligible to strangers; negation well developed; use of questions expanding, but may not be complete question formation, e.g., "What we hit?... Where he hide it?"	3 years
Speech similar to adult's in grammar forms; most consonant sounds stabilized except "r" and "th"	3 years

*Source: Adapted from Biological Foundations of Language by Eric H. Lenneberg, John Wiley & Sons, Inc., 1967.

MILESTONES IN THE DEVELOPMENT OF LANGUAGE ABILITY IN YOUNG CHILDREN*

Average Age	Question	Average Behavior
3-6 months	What does he do when you talk to him?	He awakens or quiets to the sound of his mother's voice.
	Does he react to your voice when he cannot see you?	He typically turns eyes and head in the direction of the source of sound.
7-10 months	When he can't see what is happening, what does he do when he hears familiar footsteps ... the dog barking... the telephone ringing... candy paper rattling ... someone's voice ... his own name?	He turns his head and shoulders toward familiar sounds, even when he cannot see what is happening. Such sounds do not have to be loud to cause him to respond.
11-15 months	Can he point to or find familiar objects or people when he is asked to? Ex.: "Where is Jimmy?" "Find the ball."	He shows his understanding of some words by appropriate behavior; for example, he points to or looks at familiar objects or people, on request.
	Does he respond differently to some sounds and imitating them?	He jabbers in response to a human voice, is apt to cry when there is thunder, or may frown when he is scolded.
	Does he enjoy listening to some sounds and imitating them?	Imitation indicates that he can hear the sounds and match them with his own sound production.
18 months	Can he point to parts of his body when you ask him to? Ex.: "Show me your eyes." "Show me your nose."	Some children begin to identify parts of the body. He should be able to show his nose or eyes.
	How many understandable words does he use - words you are sure really mean something?	He should be using a few single words. They are not complete or pronounced perfectly, but are clearly meaningful.

Average Age	Question	Average Behavior
2 years	Can he follow simple verbal commands when you are careful not to give him any help such as looking at the object or pointing in the right direction? Ex.: "Johnny, get your hat give it to Daddy." "Debby, bring me your ball."	He should be able to follow a few simple commands without visual clues.
	Does he enjoy being read to? Does he point out pictures of familiar objects in a book when asked to? Ex.: "Show me the baby." "Where's the rabbit?"	Most two-year olds enjoy being "read to" and shown simple pictures in a book or magazine, and will point out pictures when you ask them to.
	Does he use the names of familiar people and things such as *Mommy*, *milk*, *ball*, and *hat*?	He should be using a variety of every-day words heard in his home and his neighborhood.
	What does he call himself?	He refers to himself by name.
	Is he beginning to show interest in the sound of radio or TV commercials?	Many two year olds do show such interest, by word or action.
	Is he putting a few words together to make little "sentences"? Ex.: "Go bye-bye car." "Milk all gone."	These "sentences" are not usually complete or grammatically correct.
2-1/2 years	Does he know a few rhymes or songs? Does he enjoy hearing them?	Many children can say or sing short rhymes or songs and enjoy listening to records or to mother singing.
	What does he do when the ice cream man's bell rings, out of his sight, or when a car door or house door closes at a time when someone in the family usually comes home?	If a child has good hearing and these are events that bring him pleasure, he usually reacts to the sound by running to look or telling someone what he hears.

LANGUAGE DEVELOPMENT

Average Age	Question	Average Behavior
3 years	Can he show that he understands the meaning of some words besides the names of things? Ex.: "Make the car go." "Give me your ball." "Put the block in your pocket." "Find the big doll."	He should be able to understand and use some simple verbs, pronouns, prepositions and adjectives, such as go, me, in and big.
	Can he find you when you call him from another room?	He should be able to locate the source of a sound.
	Does he sometimes use complete sentences?	He should be using complete sentences some of the time.
4 years	Can he tell about events that have happened recently?	He should be able to give a connected account of some recent experiences.
	Can he carry out two directions, one after the other? Ex.: "Bobby, find Susie and tell her dinner's ready."	He should be able to carry out a sequence of two simple directions.
5 years	Do neighbors and others outside the family understand most of what he says?	His speech should be intelligible, although some may still be mispronounced.
	Can he carry on a conversation with other children or familiar grown-ups?	Most children of this age can carry on a conversation if the vocabulary is within their experience.
	Does he begin a sentence with "I" instead of "me"; "he" instead of "him"?	He should use some pronouns correctly.
	Is his grammar almost as good as his parents'?	Most of the time, it should match the patterns of grammar used by adults of his family and neighborhood.

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*From National Institute of Neurological Diseases and Stroke. Learning to Talk: Speech, Hearing and Language Problems in the Preschool Child. Washington, D.C.; U.S. Department of Health, Education and Welfare. 1969.

RELATIONSHIP OF COGNITIVE DEVELOPMENT TO OTHER ASPECTS OF DEVELOPMENT
KEY POINTS

- Language development affects and is affected by all other aspects of development.
- Cognitive and language development are inseparable because language is the means by which thought is represented.
- As motor and perceptive skills advance, so do cognitive and language abilities. Twelve-month olds emerge from infancy "thinking" in purposeful and deliberate ways and ready to "speak" their first word.
- Language assists children in their social skills. Being able to communicate helps the child interact with peers. "Children with the most advanced language skills make the most social contacts, lead others in activities and organize the cooperative play."
- Emotional development is enhanced when a child uses language. He has the ability to express his feelings both good and bad, when he can use words.
- Language becomes increasingly important in cognitive skills such as memory and problem solving, especially as children get older.
- Language allows children to express their imagination, ask questions, give or follow directions, accept or refuse something and to demonstrate knowledge.

RELATIONSHIP OF COGNITIVE DEVELOPMENT
TO OTHER ASPECTS OF DEVELOPMENT
THREE DIFFERENT THEORIES

1. Which comes first, thought or language? Piaget claims that early forms of thought develop from action - not language. Language begins to emerge late in the sensory motor period, not as a cause or predecessor of thought, but as a means of representing thought.

   In Piaget's view, language is only one of several ways we express thought; thought is also expressed when we dream. For Piaget, "a child's competence in producing and understanding language proceeds according to periods of cognitive development, through interaction between mental structures (schemes) and the environment."

   For example, toddlers between 12 - 24 months can accurately categorize objects based on size or shape, but they don't have the language ability to label the categories or the relationships between the objects.

   "So, before children speak, they are building schema for organizing and understanding their world -- even though they cannot express this cognitive growth through language."

   Deaf children who cannot hear or talk can still think and solve problems (Furth, 1971). Thus language is useful, but not essential for thought.

2. Wharf & Sapir represent a cross-cultural view point. They have studied the relationship between thought and language and based on their research of different cultures they believe that our language often determines how we think and behave.

   "Simply stated, the Wharf & Sapir hypothesis says that the language and vocabulary of each culture restricts how people think about the world around them. Each culture has its own unique word and concept pattern. So, when children of different cultures begin to talk they reason and view the world differently because of these patterns. For example, the Eskimos have many words to describe snow, while the English language has only a few." (p.213)

3. Lev Vygotsky (1962) believes that language and thought first develop separately and later along parallel lines. For example, children develop sensory motor thought before they are able to understand or use language. At the same time children are developing sensory motor thought, they are learning the sounds of their language. At about the age of two, thought and language join together. At this point, thought becomes verbal and speech rational. "This can be observed as toddlers become curious about words, trying to label everything in their surroundings. The two threads, thought and language, are now intertwined as one." (p.213)

Attachment #5

TECHNIQUES THAT FOSTER LANGUAGE EXPRESSION

1. Listen to Children
   - Adults need to talk less and encourage children to talk more
   - Get down to child's level
   - Use eye contact
2. Give the Child Something Real to Talk About
   - Children need a lot of concrete, direct experiences
   - Children need to touch, manipulate, experiment with a variety of materials
   - Children need to "live through experiences and talk about what is happening while it is going on"
3. Encourage Conversation and Dialogue
   - Adults need to relax and stop seeing themselves as the instructor or authority figure (parent, teacher)
   - Using words to express ideas and building conversation skills is more important than just learning words
   - Adults need to make certain that they are not talking mostly to the more verbal children
   - Try to prolong the interchange whenever you can; tossing the conversation ball back and forth is a very sound way to build fluency and also to establish the habit of verbalness
   - Develop conversations at mealtimes
   - Keep lunch and snack groups as small as possible
   - Think of good conversation starters
   - Develop conversation during storytime
4. Use Questions to Generate and Develop Language
5. Provide Auditory Training for Children
   - Children need to hear differences in sound and words before they can produce them accurately
   - Plan daily activities and opportunities for the children to develop their ability to listen carefully and discriminate between sounds
   - Such activities can be presented as games

6. When necessary, seek professional assistance promptly.

7. Set up the appropriate learning centers and vary materials, equipment and props to stimulate children's vocabulary development and conversation.

8. Label areas of the room so that children begin to identify written and spoken words. Seeing labels may encourage them to use the appropriate words for them.

From: Hendricks, Joanne, The Whole Child: New Trends in Early Education.

TECHNIQUES THAT HAMPER LANGUAGE EXPRESSION

1. Disregard the child's questions.
2. Interrupt the child when he speaks to you or to others.
3. Don't look at the child directly.
4. Correct the child's speech and grammar.
5. Ask questions that only require one-word answers.
6. Neglect or delay in dealing with disabilities; don't take them seriously.
7. Talk about things or concepts the children know nothing about.
8. Ask the children to name colors or objects on demand, neglecting developing conversations.
9. Talk for the child instead of with the child.
10. Give most of your attention to children who love to converse with adults and ignore children who are shy.
11. Ask children to sit silently at meal and snack times.
12. Always have children remain in large groups.
13. Requiring shy children to speak before the whole group when they don't want to.

LANGUAGE DEVELOPMENT

FILM DISCUSSION GUIDE

You may wish to show one of these films:

Helping Young Children Develop Communication Skills (Slide Tape)

Available to rent from: Maryland/Delaware Bi-State Training Office
301-454-2340 $10.00

Key Experiences for Intellectual Development During the Preschool Years

May be purchased or rented from:

High Scope Educational Research Foundation
600 River Street
Ypsilanti, Michigan 48197

Purchase Price: $195.00

Rental Fee: $ 22.00

Also available from Maryland/Delaware Bi-State Training Office

Foundations for Reading and Writing

Campus Films Distributors
24 Depot Square
Tuckahoe, NY 10707
914-961-1900

Available on loan from HSRTC (301-454-5786)

Or you may want to use an audiovisual that you are familiar with on language development. Hopefully, most films on language development or experience will focus on the following points:

- Developmental norms
- Activities that promote language
- Teacher/child interactions
- Language and cognitive development

Some possible questions to ask participants or aspects of discussion are:

1. What teacher behaviors did you see that stimulate language expression?
2. What activities, materials and equipment were present to foster language development?
3. Were children within normal range of development? How do you know?
4. What evidence of cognitive development can you identify in the children's language?
5. Did you see any behavior/interactions that hamper language expressions?

Attachment #8

MINI-LECTURE #2

OPEN-ENDED QUESTIONS

It is extremely important and desirable to ask questions that are "open-ended" so that more than one reply is possible. Adults need to try to avoid asking questions that are answered with only one word such as "what shape is this?" "How many apples are in this bowl?" It is important, in trying to encourage children to converse to develop your questions so that children use several sentences to reply. Questions such as "what do you think will happen now?" or "How would you fix the car if you had this problem?"

Topic	Key Concepts
Closure busting	A way of stimulating the child to move to asking new questions rather than letting the child be completely satisfied with a given answer.

The following are four types of questions that are helpful to ask young children that contribute to 'closure busting':

a) Recall questions	Questions that evoke recall
b) Convergent questions	Cause and effect questions
c) Divergent questions	Questions that produce many possible ideas or solutions
d) Evaluative questions	Questions that require a child to make a judgment

Give examples of each type of question:

a) Recall	"We went to the fire station yesterday. Can you tell me all you remember seeing there?"
b) Convergent	"What do you think will happen if Curious George climbs to the top of the building?"
c) Divergent	"Can you think of some ways we can use the wood Jimmy's dad brought to our classroom today?"
d) Evaluative	"How would you feel if you were old and didn't have anyone to take care of you?"

When replying to a child's question or statement, share your thoughts; don't just answer with one word.

Expand on the sentences the child uses and with the child (4 and over) enrich your replies by expanding beyond the child's statement and adding new concepts and ideas.

For example: Child says: "Train, bye-bye"

Teacher responds:
(18 months 0-3 years old)"Yes, the train is going bye-bye."

For children 4 years and over: "Yes, the engine is pulling the train out of the station. Goodbye train, goodbye people."

SAMPLE MATERIALS FOR SMALL GROUP ACTIVITY #2

USING OPEN-ENDED QUESTIONS

1. A group of children are playing at the water table. They have a variety of objects to play with in the water: sponges, bottles, corks, pans. Ask them to develop some concepts about water and the relationship of the various objects to water.

   Give 2 or 3 examples of each of the 4 types of questions you might ask.

   - Recall
   - Convergent
   - Divergent
   - Evaluative

2. A group of children are on the playground. Some of the children are trying to roll a log from one corner of the play area to another where the playhouse is situated. Ask them to develop some problem-solving questions to gather some understanding about their thinking abilities.

   Give 2 or 3 examples of each of the 4 types of questions you might ask.

   - Recall
   - Convergent
   - Divergent
   - Evaluative

3. A group of children are standing around the table cooking. They are making a soup with the teacher. What are some of the concepts you want children to acquire as a result of this experience?

   Give 2 or 3 examples of each of the 4 types of questions you might ask.

   - Recall
   - Convergent
   - Divergent
   - Evaluative

4. A group of children are listening to a story read to them. The story is "Caps for Sale." What concepts do you want the children to learn as a result of this story?*

   Give 2 or 3 examples of each of the 4 types of questions you might ask.

   - Recall
   - Convergent
   - Divergent
   - Evaluative

   *If you don't have this story, choose another one.

Before reporting back to the total group, re-read your questions to be sure that none can be answered "yes", "no", or only with a "right" answer. Are there many possible answers to each of your questions?

Attachment #10

SAMPLE FOR GROUP ACTIVITY #3

Activity: Circle Time

Ways to demonstrate Individualizing Instruction with regard to Language Development.

- Child with strong verbal skills may wish to lead a finger play or teach a song.
- Child with intermediate skills may enjoy learning a new poem, song or fingerplay and/or practice one already known.

  May also be ready to lead a group activity.
- Child with "beginner" skills may wish to listen as others sing or recite.
- Child may be willing to point to an object on a picture card without using the word for it.

Other suggested activities staff could discuss are:

Science Activity

Cooking Activity

Dramatic Play

DEVELOPING ORAL LANGUAGE IN YOUNG CHILDREN

Role of Imitation

"Imitation is one primary means of speech acquisition" - Brown & Bullugi.

Much of the maternal words consisted of imitation and expansion of the infant's speech - the mother preserving the infant's word order, but adding auxiliary words, thus, building on what the child knows.

e.g., "Mommy, sandwich" (child)

"Mommy, I'll have a sandwich" (adult)

Role of Reinforcement

Language acquisition is pleasurable and satisfying. People tend to repeat acts which they gain satisfaction from.

Children probably imitate because their imitation is rewarded with maternal pleasure and warmth as well as with getting other things they want.

Prerequisites

A - emotional security "feeling comfortable"

The child who does not talk at school but is reported to talk at home

B - good health

If child seems comfortable and yet there is no speech or little, check it out - medical - speech clinican - psychologist

C - use of all the senses

Speech clinicians tell us that it is important to give special attention to a child who is without one or more of the five senses

D - teachers and parents who listen

To show the child that he/she is important

To find out what interests the child has

To determine verbal ability (listening rather than testing is probably more accurate because child is relaxed and really interested)

PLANNING LANGUAGE ARTS ACTIVITIES THAT FOSTER LANGUAGE EXPRESSION AND DEVELOPMENT*

Games

Jokes

Records and Tapes

Music

Literature

Poems

Books

Fingerplays

Dramatic Play

Puppetry

Flannel Board

Field Trips

Sharing Time

Informal Conversation

Experiments

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*From Hildebrand: Introduction to Early Childhood Education

IMPORTANT QUOTES

1. "The absence of verbally oriented interactions between a significant adult and a young child can have lasting and detrimental effects on his language."

   Marie DeCarlo

2. "Children who develop well learn to talk by talking about things that matter to them."

   Lois Barclay Murphy

3. "One of the best ways I know of to stimulate language in young children is to talk with them often." If it doesn't seem to go anywhere, try these following suggestions:

   1. Solicit ideas and opinions regularly.
   2. Share with children what you are thinking about.

      e.g., rearranging classroom - let them help think it through

   3. Ask the kind of questions that will extend a conversation. Avoid those that can be answered "yes" or "no", or demand a "right" answer.
   4. When you sense something is bothering a child, make the best guess you can and put it in words.
   5. Try to reflect a child's feeling back to him rather than asking "what's wrong?".
   6. Try to pick up a piece of a child's conversation and try to extend it.
   7. Watch for cues when it's time to end a conversation.

   Lillian Katz

4. "Research indicates that the average teacher allows children only a one second interval in which to answer a question or respond, before calling on the next child. Children need time to think. A six or seven second pause appears to improve quality of response.

   Unknown

5. "To share with you some food for thought...Just something I read in a book entitled Promoting the Social Development in Young Children.* We must recognize that there is a wide range of individual differences among children in sociability. Some are very outgoing,...some are shy, preferring occasional company of a small number of friends. Instead of seeing shyness as a negative tract, the book states that shyness may be a style suited to a certain personality. Also, children must withdraw at times. These times may heighten self-awareness and reflection and may make later relationships more satisfying.

I just wanted to share with you this idea. Our attitude is sometimes the problem. Just because a child is not talking, doesn't mean he's void of thought...maybe he just isn't ready to share it and we have to expect it.

I guess what I'm trying to say is that if we have a negative attitude toward shyness, that the negative attitude may hinder language development more than we'll ever know."

Marsha Cross, Teacher
Lawrence County Head Start
Lawrence County, PA

*Promoting the Social Development in Young Children, Charles A. Smith, Mayfield Publishing, 1982. pp 141-142.

CHARACTERISTICS OF CHILDREN

WITH DISORDERS OF HEARING

1. The child who does not talk.

2. The child who does not respond or turn around when the teacher speaks to him in a normal tone of voice from behind him.

3. The child who consistently pays little attention during the story hour or who always wants to sit right up in front of the teacher.

4. The child whose speech is indistinct and difficult to understand, particularly if high frequency sounds such as "f" and "s" are missing from the speech.

5. The child who talks more softly or loudly than most of the children.

6. The child whose attention you have to catch by touching him on the shoulder.

7. The child who often asks you to repeat sentences for him.

8. The child who has a perpetual cold, runny nose, frequent earaches, or usually breathes through his mouth.

9. The child who consistently ignores you unless you get down to his level and look him in the eye as you talk to him.

10. Any child who has recently recovered from measles, meningitis, scarlet fever, or from a severe head injury.

Creativity

OVERVIEW

Fostering creativity in children will be one of the biggest challenges facing educators and parents. Children growing up in the 1980's and 1990's will need to be more creative, imaginative and resourceful to meet the challenges of today and tomorrow. The technology of the 1980's involving computers and other exciting tools for learning requires children to become more self-directed and creative in their thinking processes. Children need to become skilled problem solvers and learn to cope with the uncertainty and complexity that these and other new situations, challenges and problems present. (*1) Early childhood educators have always valued and fostered creativity in the classroom. In recent years, creativity workshops for teachers have become an even more important part of teacher training. Teachers are increasingly aware of the importance of stimulating the creative impulse in children's thinking abilities as well as in their daily classroom and outdoor activities.

Creativity in the classroom means more than artistic self-expression through media such as art, wood, water, sand and other natural materials. Creativity involves movement activities such as music, dance, rhythmic expression, and the dramatic arts such as finger plays, songs, skits and especially the dramatic play of children. Further, we believe that creativity deals with the way children think, use language and solve problems (*2). What kind of an environment promotes creative thinking and problem solving? What type of teaching behaviors and attitudes encourage children to feel relaxed and open to expressing themselves? Research shows that environments (both at home and in classrooms) that build positive self-concepts in children are also environments where creative ideas and energies flow naturally, especially when a variety of materials and equipment exists to support the creative experience.

This workshop will focus on the meaning of creativity, the relationship between self-concept and creativity as well as the classroom environment and teaching behaviors that adults (both parents and classroom staff) need to adopt in order to develop creative behavior in children.

*1. Eugene Raudsepp, "How Creative Are You? G. P. Putnam Sons, New York. Page 9.

*2. See Module on Language Development. Head Start Resource and Training Center, Resource Manual, 1983-1984 (This edition!).

LEARNER OUTCOMES

The participants will be able to:

- identify classroom activities that promote creativity and focus on individual strength
- identify adult behaviors and classroom routines that inhibit creative experiences
- identify adult behaviors that encourage creative behaviors in children
- plan a classroom environment that fosters creativity

AGENDA

Approximate Time	Activities
10 minutes	Warm-up Activity
5 minutes	Introduction
15 minutes	Group Discussion
20 minutes	Small Group Activity
10 minutes	Report Back of Entire Group
15 minutes	Break
20 minutes	Large Group Activity
10 minutes	Report Back of Entire Group
45 minutes	Participants will work in small groups with creative materials both commonly and uncommonly used in the classroom.
15 minutes	Discuss the creative process and share the creative products with rest of group.
15 minutes	Summary and Evaluation of Session.

Approximate Time	Activities
10 minutes	WARM UP ACTIVITY Ask participants to find someone they do not know at all or very well. Ask them to interview each other about the types of creative activities they are involved in outside of work. Then ask participants to share what they learned about one another with the large group. See Attachment #1 for additional creativity warm-ups.
5 minutes	INTRODUCTION Briefly explain the agenda and your learning objectives. Discuss the meaning of creativity. Ask the question "What is not creativity?" Discuss ditto sheets, rote learning activities such as fingerplays. Ask participants for their definitions, particularly based on their own personal experiences shared earlier in the session. See Attachment #2 for quotes on "What is Creativity?"
15 minutes	GROUP DISCUSSION Discuss the relationship between creativity and self-concept. See Attachment #3 for some thoughts about the relationship between the creativity and self-concept. Ask half of the group to come up with a list of the results of having a good self-concept. The other half can list the results of having creative experiences.

20 minutes SMALL GROUP ACTIVITY

Ask half the participants to brainstorm activities that contribute to the creative process in young children. Instruct them to come up with activities in six areas: music, art, language expression, science, dramatic play and cooking.

Ask the other half of the group to list activities relating to arranging an environment that encourages creativity.

See Attachment #4, "Practical Ways to Encourage Creativity," and Attachment #5, "Creative Activities in the Classroom and at Home."

Give each group a large sheet of paper and magic markers to list or draw its ideas to share with the large group.

10 minutes REPORT BACK OF ENTIRE GROUP

15 minutes BREAK

20 minutes LARGE GROUP ACTIVITY

Ask the whole group to develop a daily schedule that fosters creativity and discuss the various activities that hamper the creative process in children. See Attachment #6 and #6A, "Daily Schedule" and Attachment #7, "Teacher Behaviors that Hamper the Creative Process in Young Children."

10 minutes REPORT BACK OF ENTIRE GROUP

45 minutes Participants will work in small groups or individually on creative activities such as blocks, finger paint, poetry, writing, story writing, musical and rhythmic activities, science experiments, and manipulative materials.

	See Attachment #8, "Setting Up The Creative Environment."
15 minutes	Conduct a large group discussion. Ask participants to describe how they felt about the experience. Refer to "Questions to Ask After Creativity Session" in Attachment #8.
15 minutes	Review the learning objectives and ask participants to state chief concepts that were learned or relearned during the session. Ask participants to fill out an evaluation form.

FILMS

1. My Art is Me. color 20 minutes

   An excellent film showing children absorbed in many different art activities.

2. Racing Cars (from Exploring Parenthood Series) color 7 minutes

   Enroue, 5 years old, draws racing cars on flat surfaces using crayons and pencils. Here we examine his first attempt at using paints on an easel. The main focus is on his ability to conceive and follow a plan, as well as to improvise.

   Available from each State Training Office.

3. Catch a Tiger black/white 30 minutes

   Film shows a lot of craft activities.

4. Dramatic Play color 32 minutes

   This film presents the inherent intellectual, social and emotional learnings in dramatic play and the strategies used by the children.

5. Little World black/white 20 minutes

   Presents a typical day's program in a day care center for four year olds. Some of the activities depicted include block building, finger painting, outdoor play. Shows equipment, toys and activities that contribute to a good program.

6. Clay Play (from Exploring Parenting Series) color 8 minutes

   Focuses on two five and one-half year old girl friends from the same school. Both children work with clay in entirely different ways.

   Available from each State Training Office.

7. Make Believe Play

8. Making Things to Learn

9. Movement Exploration color 30 minutes

   Suggests outdoor movement activities for children.

10. Waterplay for Young Children color 20 minutes

11. Block Building slides 30 minutes

12. I Want to be Me slides

Films and Slides can be obtained at:

Head Start Bi-State Training Office
University of Maryland
West Education Annex
College Park, MD 20740
301-454-2340

There is a $10.00 rental fee per film or slide series for programs outside states of Maryland and Delaware.

MORE FILMS

Creative Problem Solving: How to Get Better Ideas. CRM/McGraw Hill Films, 1979. 28 minutes, color. Rental, $55.00; purchase, $525.00 (16 mm), $495.00 (video cassette).

Is Creativity for the Gifted Few or is it a Characteristic Which is the Potential for all Humans? This film takes the position that anyone can become more creative and can learn to generate original solutions to problems. Although the information is related to creative management, the film would be of interest to educational administrators, teachers and parents.

Oh! For A Life of Sensations. Kane-Lewis Productions, 1980. 22 minutes, color. Rental, $35.00; purchase, $325.00 (16 mm). Narrated by David Rockefeller, Jr., this film examines the role of the arts in education in four midwestern U.S. schools.

Discovery Bell Telephone Films, 1974. 28 minutes, color. Rental approximately $5.00 - $7.00 (varies). Contact the Education Relations Person at your local Bell Telephone Office for information concerning rental.

This film, narrated by Mariette Hartly, demonstrates the importance of creativity in science.

Sweet Sounds. Texture Films, Inc., 1977. 28 minutes, color. Rental, $60.00; purchase, $480.00 (16 mm).

This film examines teaching methods used in a special music class for young children at Mannes College of Music Preparatory School in New York City. A group of five year old students, chosen for their responsiveness to pitch and rhythm, are shown participating in classes designed to develop interest in and awareness of music.

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   200 Madison Avenue
   New York, NY 10016

3. Creative Growth Games (same as #2)

4. Guiding Your Child to a More Creative Life. F. Maynard. 1973.

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   Belmont, California

7. Woodworking for Children. M. W. Moffit

   Early Childhood Education Council of New York,
   New York.

CREATIVITY WARM-UPS

1. Movement Activity

In a circle, tell the participants that we will introduce ourselves to one another through movement and demonstrate. Say "I'm ______________" and do a movement that reflects how you feel that day or how you feel about yourself.

2. Art Activity

Give everyone paper and crayons or markers and ask them to draw a picture reflecting how they are feeling about themselves or to "just draw" and then share it with the group as an introduction to the other participants.

3. Dramatics Activity

Ask each participant to think of an animal they would like to be and have them introduce themselves to the group and say why they would like to be that animal. (e.g., "I'm Carol and I would like to be a bird - because I like to travel and I could fly all over the world.")

4. The group sits in a circle (limit group size to eight members or so). The person nearest the window says the first thing that comes to his mind. The statement should be short, not over a sentence or two. Without pause the person to his left says what comes to his mind; his statement must be relevant to something the first person has said. The relevance may be of any kind, an association, a contrast, an alternative, a continuation, and so on. The process continues at high speed until at least three rounds have been completed. The process is critiqued by discussing the feelings group members had during the exercise.

5. The group sits in a circle and a group problem or issue is identified. The first person states his solution to the problem. The next person immediately states what his opposition to the first person's solution is. The third person immediately states his opposition to the second person's opposition. This process is continued until everyone in the group has spoken at least three times. Emphasis is upon generating creative ideas in arguments. Members' reactions to and feelings about the experience are discussed.

6. The group lies on the floor with members' heads toward the center of the room. The first person begins with a fantasy about what the group could be like. After no more than two or three minutes the fantasy is passed on to the next group member who continues it, adding his own associations and fantasies. This process continues until everyone has spoken at least three times. Members' reactions to and feelings about the exercise are examined.

7. The group has before it a number of assorted materials, such as clay, water paints, Tinker Toys, magazines, newspaper, and so on. It then creates something out of the materials - a mural, a collage, a design. If more than one group participates, they end the exercise by discussing one another's creations.

8. The group acts out a walk through the woods. Each group member takes the leadership role and directs the walk, indicating what he is experiencing and seeing. All members should direct the walk for a while. What the members learn about one another, the group, and walking through the woods should be discussed.

9. Collect several teabags. Divide the participants into four groups. Tell them that a teabag company had an over supply of teabags. Ask them to brainstorm how else the company could advertise use of the teabags.

10. Show the group a picture of a wheelbarrow. Ask them to look to the wheelbarrow and brainstorm how many different ways to use the wheelbarrow.

WHAT IS CREATIVITY?

- Creativity is "openness to experience."

Carl Rogers

- Creativity is the opposite of copying or imitating.

Author unknown

- Creativity is evidence of "emotional health."

Rollo May

- Creativity is the clear-eyed child in "The Emperor's New Clothes."

Author unknown

- Creativity is not the province or preserve of only a few talented individuals.

Eugene Raudsepp

- Sinking down taps into our past experiences and pulling these selected experiences together into new patterns, new ideas or new products.

Smith

- If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away.

Henry David Thoreau
Walden (1854)

Attachment #3

THE RELATIONSHIP BETWEEN SELF CONCEPT AND CREATIVITY

Key Points

The ability to be creative appears not only to reflect but to foster mental health.

Eugene Raudsepp
"How Creative Are You?"

Creative individuals may enjoy greater mental health.

Creative experiences offer opportunities to build a positive self concept and self esteem.

The child who is given many opportunities to channel his energies and express his emotions through creative outlets may be more "in balance."

Most of us feel pleasure and pride in creating something unique in solving a difficult problem in a creative way.

The creatively blocked individual is often depressed, negativistic and self destructive. His existence is passive, purposeless and inert. He is overly dependent on other people and overly conforming to others' expectations, wishes and values.

Working with wood, finger paint, play dough and in water are both calming and therapeutic as well as creative experiences, especially for a child who is aggressive, angry, depressed, sad and upset. There are ways of letting out deep feelings and channeling energies in acceptable ways. Thus, the child is not 'disciplined' all the time and feels good about himself because he is developing self-control.

Emphasis on the 'process', the way the child works, how involved and interested in what he does, how he does it is more important than the product. Thus, preschool children need not have their work evaluated, thus supporting the child's self-esteem by not judging his work.

Sources for this material are from "The Whole Child." Joanne Hendrick.

PRACTICAL WAYS TO ENCOURAGE CREATIVITY

1. Maintain an emotionally healthy climate
    - be reasonable
    - be consistent
    - create stability and predictability
    - have a generally consistent schedule
    - do not change the classroom design too frequently and without warning
    - offer children choices as often as possible
    - be flexible when it is necessary with rules and routines
2. Find continuous opportunities to build the child's self concept
    - offer honest praise
    - give children choices
    - create problem-solving experiences
    - give children responsibilities
    - offer opportunities to experience independence
    - support the child who is dependent
    - treat each child as an individual
3. Encourage the creative aspect of self-expressive materials
    - interfere as little as possible
    - never provide a model for the children to copy
    - understand that it is the process not the product that matters most to the young child
    - allow plenty of time and opportunity for the child to use the materials so that the experience is truly satisfying
    - learn how to make comments that enhance the child's creative productivity:

      "I like the way you are working"

      "I've noticed how hard you are working"

- grant the child who is dubious of exploring certain materials (like mud) the right to refuse
- provide enough of whatever the child is using (become a pack rat!)
- have a variety of materials
- creative materials that will be used together should be selected with an eye to beauty

4. Encourage the child's problem-solving and creative thinking abilities*

- ask 'open-ended' questions such as:

  "What other way can you think of?"

  "How would you feel if you had a baby sister?"

  "What might happen if...?"

- be open to and aware of "teachable moments" which encourage children's insights and curiosity
- encourage children to organize their experiences and plan projects
- encourage children to experiment with materials; use them in different ways
- encourage children to compare, categorize and sort materials

5. Help children interpret the world around them by

- giving them attention when they ask for it
- giving them attention when they think they need it
- encouraging them to find a solution by themselves
- praising their efforts
- giving them a start by sharing a new idea

---

*See Module on Cognitive Development, HSRTC Training Manual

6. Last but not least:

Plan A Creative Day With Children Every Day.

"Take the routine out of routine" by:

- offering many small group activities
- offer choices during storytime
- have outdoor play while free play is going on if staff/child ratio is sufficient
- have surprise boxes and activities ready as transition activities or for discussion purposes at snack time or at lunch table
- change bulletin boards frequently
- be flexible about the time frame for various activities - if children are enjoying and benefiting from an experience don't stop just becaust its "worktime" or "lunch time"
- plan alternative activities in case children are bored or finish a task early
- individualize learning activities as often as possible

CREATIVE ACTIVITIES IN THE CLASSROOM AND AT HOME

DRAMATIC PLAY

LANGUAGE ARTS

- poetry
- finger plays
- storytelling
- skits

COOKING

SCIENCE EXPERIMENTS

Can you add other activities to this list?

____

____

____

____

____

____

MUSIC

- singing
- dancing
- rhythmic games
- band instruments

*see "Materials for Collage"

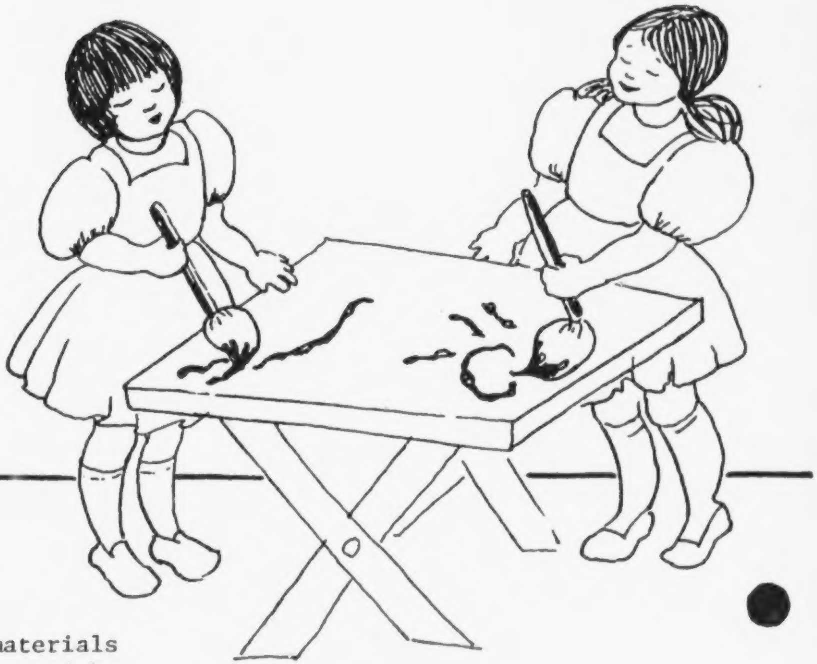
CREATIVE ACTIVITIES
IN THE CLASSROOM AND AT HOME

ART

- drawing
- easel painting
- finger painting

string painting

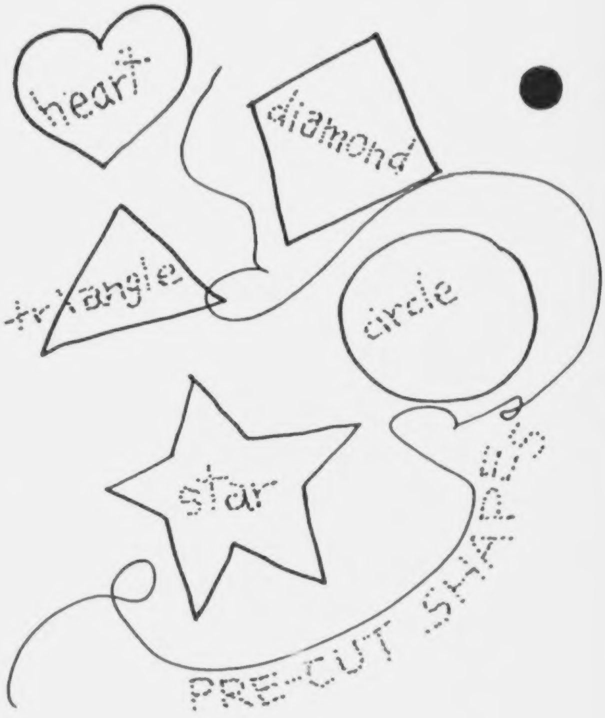
- working with collage*
- block building
- water and mud play
- playdough
- chalk
- clay
- sand play and paint
- working with natural materials such as leaves, stones, sticks
- woodworking



MATERIALS FOR COLLAGE

1. Acorns.
2. Beans, peas and seeds - shelled or in the pod.
3. Bird gravel.
4. Boxes, tubes, and egg cartons from the kitchen.
5. Cellophane and tissue paper.
6. Confetti.
7. Corn - start with corn on the cob. Let the children shell it.
8. Cotton, cloth, wool, yarn and fur.
9. Cupcake papers and candy cups from boxed candy.
10. Doilies (paper).
11. Eggshells - colored or white, to cover collages or to be glued to bottles for vases.
12. Excelsior or other packing material.
13. Feathers.
14. Glitter.
15. Grass, twigs, leaves, flowers.
16. Gummed paper, stamps, and holiday stickers.
17. Macaroni - shells, curls, and rings. Large rings may be strung for beads.
18. Magazines and catalogs.
19. Match sticks, toothpicks, popsicle sticks, or tongue blades.
20. Paper cups - the cone-shaped cups are especially interesting.
21. Paper scraps, construction paper, wrapping paper, holiday cards, foils, wallpaper, corrugated paper.

22. Nutshells
23. Precut shapes - hearts, diamonds, squares, triangles and circles.
24. Sawdust and wood shavings.
25. Salt or sand colored with tempura.
26. Spools and wood pieces.
27. Straws (drinking).
28. Strips of newspaper or magazines.
29. Styrofoam curls and pieces.
30. Wire and pipe cleaners.



From: Introduction to Early Childhood Education. Second Edition. Verna Hildebrand.

Attachment #6

DAILY SCHEDULE

Sample A

8:30 - 9:00 AM	Arrival and Free Play manipulative materials, puzzles, games and small blocks
9:00 - 9:30 AM	Breakfast and Toileting
9:30 - 9:45 AM	Circle Time Possible Activities: songs discussions movement activity sharing finger play show and tell plan for the day
9:45 - 9:50 AM	Transition Activity
9:50 - 10:50 AM	Free Play/Work Time and Clean Up Possible learning centers: art-painting, collage science activity listening to records housekeeping area manipulative materials blocks water table music puppetry sewing
10:50 - 11:00 AM	Transition Activity
11:00 - 11:30 AM	Outdoor Play climbing apparatus group games treasure hunt nature walk/hunt sand play water play trikes water painting
11:30 - 11:40 AM	Transition Activity
11:40 - 11:50 AM	Story adult reads story child tells story to group filmstrip story listen to story on record
11:50 - 12:15 PM	Lunch
12:15 - 12:30 PM	Music rhythm instruments dancing to piano or record creative movement activities
12:30 PM	Departure

Attachment #6A

DAILY SCHEDULE

Sample B

8:30 - 9:00 AM	Arrival
9:00 - 9:30 AM	Breakfast and Toileting
9:30 - 10:00 AM	Circle Time calendar attendance Pledge of Allegiance show and tell one song learning activity
10:00 - 10:20 AM	Free Play
10:20 - 10:30 AM	Clean up
10:30 - 10:45 AM	Outdoor Play
10:45 - 11:00 AM	Storytime
11:00 - 11:15 AM	Clean up for lunch
11:15 - 11:45 AM	Lunch
11:45 - 12:00 Noon	Get ready to go home

TEACHER BEHAVIORS THAT HAMPER THE CREATIVE PROCESS IN YOUNG CHILDREN

Circle Time

- ask each child to answer to "Good Morning" or "Is Mary Jones here today?"
- insist each child share a "show and tell"
- review calendar every day
- recite Pledge of Allegiance every day

Free Play

- teacher directs children to activities she wishes them to work on rather than letting them choose
- allowing 15-30 minutes to play
- children all have to stop work at once
- offering only one color at easel
- providing little or no variety of equipment and materials on the dramatic play area
- blocks collection too small
- children's art work is praised or criticized

Outdoor Play

- children have to do same activity
- children have to play structured games only
- no use of props
- no use of handmade equipment and material

Music Time

- children never get to make up songs
- all children have to sing or dance
- children all have to do some motions and rhythms

CREATIVITY

Story Time

- all children have to listen to same story
- staff never tells a story
- no use of children's own stories
- no use of music or puppets as props
- children never act out a story

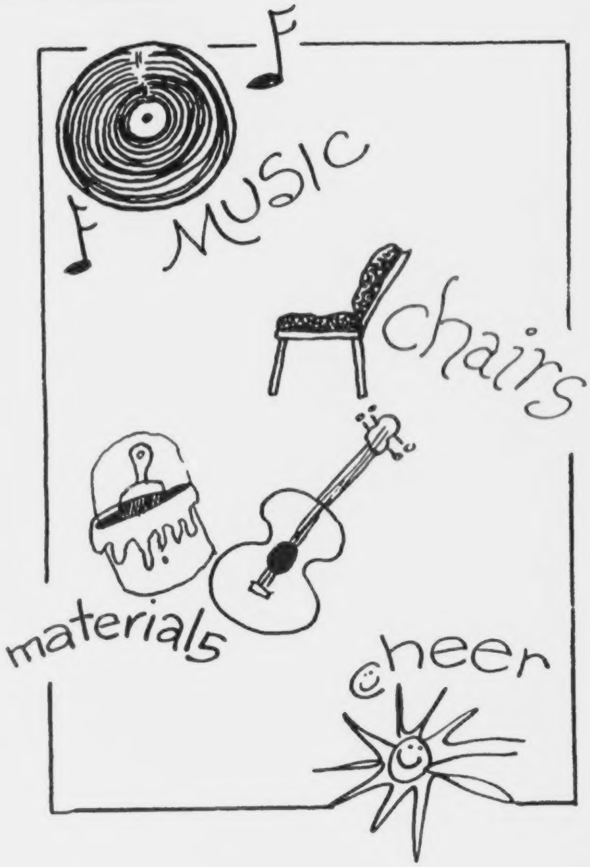
Breakfast, Lunch or Snack Time

- children must not talk
- children all eat same foods/no choices
- children are punished if they don't eat all their "peas"
- food is withheld

Other Behaviors

- teachers are not flexible about schedules
- teachers always provide a model for children to copy
- children are not encouraged to take responsibility for materials - taking them out and putting them away
- offer materials with little freedom to experiment and explore
- offer materials and equipment that are broken, colorless and free of creative potential
- imposed adult standards that do not allow for creativity such as extensive neatness
- plans an extensively "routine day" that does not allow for spontaneity based on children's interests
- creates a competitive environment
- creates expectations for children to produce a finished product
- creates a climate which is emotionally unhealthy; e.g., chaotic, unstable, unpredictable, where the child develops feeling of insecurity

SETTING UP THE CREATIVE ENVIRONMENT



1. Play quiet classical music or other background music that you know is suitable for your group and that they would enjoy.

2. Prior to the session or during the break, organize all the materials you will need (paint, paper, pens, musical instruments, etc.).

3. Try to have comfortable chairs and sufficient space for the participants to work.

4. Create a cheerful, organized, inviting space for participants to work.

5. Provide both child oriented and adult oriented materials.

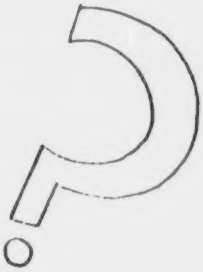
Attachment #9

SUGGESTED QUESTIONS TO ASK AFTER 'CREATIVITY'ACTIVITY

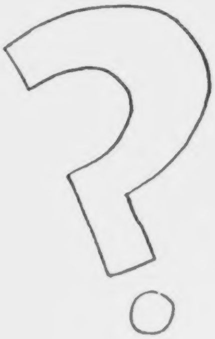
The following list of questions is suggested to stimulate discussion. If you are an 'on-site' trainer you know your group best and you may want to add to or prepare other questions more appropriate for your staff.

1. How did you feel while you were working?

2. How did you feel when you completed your project?
3. Did this activity affect your teaching behaviors?



4. Do you feel you will work with the children any differently as a result of this activity?
5. Did anything happen during the work period that made you feel especially good about yourself?
6. Did anything happen or did anyone say something that made you feel especially negative about yourself?



7.
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12.

The IEP Revisited

Overview

This resource training module for education and handicapped coordinators is written for use in training classroom staff. There are many resource materials for coordinators which focus on the theoretical aspects of the Individualized Education Program (IEP). This module will focus on training classroom personnel on the IEP. Specific activities that can be conducted during pre-service or in-service training are included.

The workshop presented in this module designed for up to 25 participants and uses large and small group activities, case studies and role plays. Workshop facilitators may also wish to substitute one or more of the activities with the use of various film (see film resource list).

The workshop was developed from materials used at the Head Start Resource and Training Center, from materials developed by Judith R. Pokorni, from materials developed by staff of The Resource Access Project and from the TEACH project in Portage, Wisconsin.

Learner Outcomes

The participants will be able to:

- Write an appropriate Individual Education Plan (IEP)
- Gain understanding of the process of the development of the IEP
- Gain understanding of the process of implementing the IEP
- Evaluate the effectiveness of the IEP in meeting goals and objectives for the child.

Sample Agenda

Outline

Number of Minutes	Activities
15 minutes	Introduction
15 minutes	Mini-lecture
45 minutes	Large Group Activity #1
15 minutes	Discussion
15 minutes	BREAK
15 minutes	Mini-lecture
60 minutes	Small Group Activity #2
60 minutes	LUNCH
60 minutes	Discussion
15 minutes	BREAK
15 minutes	Mini-lecture
30 minutes	Small Group Activity #3
30 minutes	Discussion
15 minutes	Summary and Review of Session

Procedures

Approximate Time	Activities
15 minutes	Introduction - Briefly explain the learner outcomes and the agenda
15 minutes	Mini-lecture - Introduce the concept of Individualized Instruction. (See "Key Concepts" and Handout #1, "Steps in Individualizing.")
45 minutes	Conduct Large Group Activity #1. Pass out Handout #2, "Background on the IEP."
15 minutes	Discuss IEP quiz answers, Handout #3.
15 minutes	BREAK
15 minutes	Present mini-lecture on Writing the IEP. Pass out Handout.
60 minutes	Conduct Small Group Activity #2. Examine Case Studies #1 and #2.
60 minutes	LUNCH
60 minutes	Discuss Case Studies #1 and #2. Use the "Guiding Questions."
15 minutes	BREAK
15 minutes	Present Mini-lecture on the IEP meeting. Pass Handouts.
30 minutes	Conduct Small Group Activity #3. Participants will role play of an IEP meeting. Use "Role Play Steps," "Long Term Goals," and "Writing Long Term Goals and Objectives."
15 minutes	Summarize and Evaluate Session.

Individualized Instruction

Concepts for Presentation

Topic	Key Concepts to Discuss
Definition	The term individualized instruction means different things to classroom staff. It means working with one child, one-on-one. It means one adult working with a small group of children with similar learning needs. One adult working with a large group of children with varied needs, but being aware of their individual needs. Individualizing really means consciously deciding what activity is best for a child. One activity may be used for many children by varying the level of participation or by asking questions of varying difficulty to different children.
Importance	The concept of individualizing instruction recognizes the individual differences among children. When adults individualize learning activities, they recognize: - children learn at different rates - children have different attention spans - children have varied learning styles (visual/audio/tactile) - children have different developmental needs though they may be at the same age level.

THE IEP REVISITED

Topic	Key Concepts to Discuss
Global Use	In Head Start classrooms, staff individualize the activities and services to meet every child - not just those of the handicapped. Teachers and other staff members gather information on each child's strengths and weaknesses and then use this information to develop a program of activities that meet the needs of the children in their care.
Steps in Individualizing	See Handout #1.
The purpose of the IEP	The Individualized Education Program formalizes the process of developing an individual education plan for each child. The IEP for a handicapped child is developed by an IEP team consisting of staff, relevant specialists and the parents of the handicapped child. Those persons meet to develop a specific plan of action for the handicapped child.

BACKGROUND ON THE IEP

Directions for Large Group Activity #1

Distribute Handout #2, "Background on the IEP." Instruct participants to fill out the IEP Quiz. Explain that some of the questions may have more than one answer and that this activity is meant to stimulate discussion.

Discussion of Group Activity

Individualized Education Program

Topic	Key Concepts to Discuss
What is an individualized education program?	The IEP specifies what education and related services will actually be provided. The concept of a written program for each handicapped child is not new. It is, in fact, what competent educators have been doing for years.
What are some of the components to be included in an individualized education program?	An IEP: o Is written. o Describes the child's present levels of educational performance. o States annual goals. o States short term instructional objectives. o Describes specific educational services to be provided. o Determines the extent of the child's ability to participate in regular educational programs.

Topic	Key Concepts to Discuss
What are some of the components to be included in an individualized education program? (Continued)	o Determines the starting date of the child's program. o Anticipates the duration of the services. o Selects appropriate objective criteria and evaluation procedures to determine whether instructional objectives are being achieved. o Determines the schedule for evaluating progress, at least annually. The following questions and answers are based on material from A Primer on Individualized Education Programs for Handicapped Children, (Torres, 1977).
What information would be helpful in writing an individualized education program?	Since each program is written for a particular child, it is important to have appropriate assessment data available that indicate the child's present level(s) of performance. Areas of assessment would include intellectual and social development, and physical capabilities such as the use of legs, arms, eyes, ears, and speech. The child's age and degree of learning to date must be considered when setting goals. Equally important are the child's strengths and weaknesses. These would include such things as general health factors, special talents, best mode of learning, and sensory and perceptual functioning. Information can come from tests given by psychologists, educational diagnosticians, teachers, or others who have

Topic	Key Concepts to Discuss
What information would be helpful in writing an individualized education program? (continued)	worked with the child, or it can come from teacher or parent observations.
How can priorities be set?	By looking at the child's present level of functioning, parents and teachers can begin to see critical areas needing attention. These areas can be pinpointed by having parents, teachers, and the child, if possible, state what they think is most important. These become the high priority learning items. Other areas where weaknesses exit can then be identified. As the IEP is developed, placement needs become apparent. There must be some correspondence between the number and level of the annual goals set and the amount of time available for instruction. Planners need to consider whether goals can be met within the regular program with consultation for the teacher, with a few hours a week of supplementary instruction, or with more hours of direct instruction by a specialist.
How are annual goals and short term objectives determined?	Annual goals can only be the group's best estimate of what the child will be able to do within one year. If goals are accomplished sooner than anticipated, additional goals will be set. There must be a relationship between the annual goals set and the child's present level of performance. The support needed to achieve the annual goals must be documented and the person(s) responsible for such support should be listed.

Topic	Key Concepts to Discuss
How are annual goals and short term objectives determined? (continued)	While the annual goals for each child are established by the planners, themselves, the short term objectives can be obtained from a variety of published sources. A curriculum guide can often be the best tool to use when pinpointing behaviors and sequencing short term objectives.*

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*Taken from: The ERIC Clearinghouse for Handicapped and Gifted Children, 1920 Association Drive, Reston, Virginia 22091.

THE IEP BACKGROUND INFORMATION

Concepts for Presentation*

Topic	Key Concepts to Discuss
Definition	The IEP (The Individualized Education Program) is a written statement of the child's needs and the child development program designed to meet those needs. Thus, The IEP is a new format for documenting and collecting relevant information about a child.
What legislation did the IEP come out of?	The IEP is a critical component of Public Law 94-142, The Education for all Handicapped Children Act of 1975. The law requires that an IEP be written for every handicapped child in public education. (In keeping with both the Head Start mandate and the PL94-142, Head Start programs now provide formal IEP's for all handicapped children.) However Head Start programs have stressed the need to provide individualized activities for all children.
What is the advantage of the IEP?	The IEP considers each child as an individual. It helps organize program plans, provides a means of communication among staff and parents and provides a basis for evaluation of the total education program.

*The material from this section comes from a paper by Pamela Gillet, "The IEP."

THE IEP REVISITED

Topic	Key Concepts to Discuss
The IEP as a "management tool"	If the IEP process is used well, staff can ensure that: o parents have planned cooperatively with the professionals to develop the education program. o a total perspective of each child's educational program will be possible. o an ongoing evaluation process is planned. o the decision for a placement will be made by a group rather than an individual.
Summary	The IEP becomes the vehicle which ties together findings of the teaching staff, coordinators, specialists and parents.

WRITING THE IEP

Concepts for Presentation

Topic	Key Concepts to Discuss
What is included in the IEP?	The IEP includes the child's present level of educational performance, the annual goals and short term instructional objectives for the child, and evaluation procedures for determining whether instructional objectives are being achieved.
Who is responsible for developing the IEP?	The IEP team is made-up of parents, relevant specialists and staff who will write the IEP based on the findings and the suggestions of the team.
When does the IEP need to be written?	The IEP should be written as soon as possible. Obviously, the earlier in the year, the better for the child. As soon as information is available from diagnosticians and specialists, a team meeting should be arranged.
What is meant by child's present functioning?	This includes a description of child's strengths and weaknesses in all developmental areas. To write this description, use information from screening the educational assessment, diagnostic reports, observations and parent input. Staff from various components, specialists, such as psychologists and speech therapists, and parents contribute the information and develop a profile of the child's present functioning.

Topic	Key Concepts to Discuss
How are IEP goals and objectives determined?	The people involved in the IEP meeting should be those who have the most information about the child and who are responsible for writing the goals and objectives for the child.
What is meant by long term goals?	Long term goals are what we hope the child will accomplish by the end of the year. Goals are required to ensure accountability. These goals are developed by the IEP team. Team members examine the information they have regarding the child, keeping in mind developmental norms, then develop appropriate long term goals
How often are they reviewed?	In Head Start the goals are reviewed every 2 - 3 months. In public schools, these long term goals are usually called annual goals and are reviewed annually.
What is meant by short term objectives?	Short term objectives flow from the goals you develop. They are specific and measurable.
How does the review process work?	IEP's should indicate a time line for reviewing the effectiveness of the agreed upon goals and objectives. This allows for speedy revision when the plan is not working.*
How are the strategies or activities determined?	The strategies should develop out of the objectives that are determined for the child. The strategies should attempt to meet the objectives within a specified period of time.

*"A Guide for the Handicapped Coordinator," p. 22.

Directions for Small Group Activity #2

Part A

Ask participants to divide into groups of 6 - 8 members. Give half the groups Case Study #1, and give the other groups Case Study #2.

Instruct participants to appoint a group leader, a group recorder and a person to read the case study. (If you can afford to, provide enough copies for each member of the group.) If you only provide one copy, ask the participants to pass it around the group.

Ask participants to spend 30 minutes writing an IEP on flipchart paper for their particular case study. Provide a sample assessment tool that demonstrates the child's strengths and weaknesses.

Ask the group members to take on various roles. The roles simulate who will be present at the IEP meeting.

- Parent
- Classroom teacher
- Center director
- Director of program
- Psychologist
- Speech therapist
- Physician

(You may vary the roles depending on the size of the group.)

Part B

Ask one group leader of Case Study #1 to give an overview of the case to the rest of the groups. Ask other group leaders if they wish to add any information. Ask each member to tell the audience (within their roles) what their recommendations and concerns were. Ask them to read or review what their IEP stated.

Case #1 - "Raphael"

Raphael is 4 years 10 months old. He has been in the program six months. Raphael has difficulty attending during large as well as small group activities beyond 2 minutes. He is also unable to socialize with the other children in a positive manner. He grabs toys and equipment away from his peers if they are unwilling to share them. He also hits children when he becomes impatient with them (if they won't go along with his play strategies or if they won't let him have a turn). Raphael has good motor skills but he displays difficulty in expressing himself verbally. He is an excellent problem solver, is curious and responsive to challenging cognitive activities such as block building, puzzles, science experiences and field trips. How will you help Raphael in his emotional development?

Guiding Questions

1. What will your annual goals for Raphael be in the coming year?
2. What will your short term objectives be?
3. What strategies and/or techniques will you use?
4. What services will you recommend be utilized?
5. What will your recommendations for placement be?
6. Who will be at your IEP meeting?
7. When will you plan an annual review?

Case #2 - "Susannah"

Susannah is 4 years 2 months old. She entered at 3 years 10 months (in April 1982). Her mother reported that she appears to be "slow" in her speech and language skills and speaks in single word sentences. She has not appeared to improve very much, though the staff had hoped that during the summer she would mature in this area. Susannah has difficulty dressing herself even though she is now 4 years, 2 months. Socially she seems very immature compared to most of the other children. Her play is more solitary or parallel, rather than cooperative. Her gross motor skills seem fairly normal. She does seem to have cognitive skills such as being able to respond to simple requests such as "Give me a pencil," or point to body parts. Yet, you feel as a whole that there is some evidence of a handicap. How will you help "Susannah?"

Guiding Questions:

1. What will your annual goals for Susannah be in the coming year?
2. What will your short-term objectives be?
3. What strategies and/or techniques will you use?
4. What services will you recommend be utilized?
5. What will your recommendations for placement be?
6. Who will be at your IEP meeting?
7. When will you plan an annual review?

Mini-lecture

The IEP Meeting

Topic	Key Concepts to Discuss
When does the IEP meeting take place?	The IEP must be written within 30 days of the initial diagnosis of the child's need for special services. Children cannot be placed in a special education program until their IEP is written. It should be held at the convenience of the parent, as much as possible. It helps to give sufficient lead time so that all the members can plan to attend, especially the parent.
Who attends the IEP meeting?	The child's teacher, the parent, specialists, diagnosticians and/or other staff members such as the education coordinator or director of a Head Start program.
What happens at the meeting?	All participants should introduce themselves to the group. Procedures Each participant presents his assessment of the child's current level of functioning. Each participant suggests goals for the IEP. Staff are asked to share their observations and recommendations first. Then each participant gives his input, and the priorities for the

Topic	Key Concepts to Discuss
What happens at the meeting? (continued)	child are developed in a work session atmosphere. A participant not directly involved with the provision of services to the child/family serves as recorder to document the summary of the priorities and decisions made at the meeting.
What happens if a parent cannot attend?	The team should make every effort to keep the parent fully informed of the results of the meeting. The parent can appoint an advocate who will represent the parent. The advocate may also present information from the caregivers, if they cannot attend the meeting.
Is the IEP which is developed at the meeting a permanently fixed document?	No, the IEP can and should be altered especially if evaluation of the child's progress takes place regularly.
Who organizes the IEP meeting?	The director of the program or the handicap coordinator generally organizes the IEP meeting. Other staff involved may take responsibility for deciding where and when to hold the meeting and to contact the participants.
Who notifies the parent(s) of the IEP meeting?	The chairperson, the classroom teacher, a home visitor, parent involvement coordinator and/or the handicapped coordinator may contact the parent. The person who has a good rapport with the parent and/or who communicates well.
Should the parent be visited before the meeting?	In order to ensure optimum parent involvement it is helpful if the parent can be visited before the IEP meeting.

Topic	Key Concepts to Discuss
What will be discussed?	Discuss the purpose and the process of the meeting as well as the parents' role in it. Provide parents with written information regarding their rights; share assessment and observation information; and pinpoint areas of parental concern and priority.
What other details should be discussed?	Discuss time and place of meeting and transportation, babysitting and any other arrangements that may be necessary to ensure the parents' presence at the meeting.
What is accomplished at the IEP meeting?	The team discusses: o Current level of funding o Long term goals o Short term objectives o Required special services o Completion of the remainder of the IEP: A. Persons responsible B. Materials/methods C. Evaluation criteria D. Time lines for special services E. Transportation needs F. Provision and payment of services G. Review dates H. Signatures.

Directions for Group Activity #3

During the lunch break or even earlier in the morning, ask four (4) participants to participate in a role play of an IEP meeting that they will conduct in the afternoon session. Give them a slip of paper stating what their role would be.

For example:

Parent	You are very concerned that you have an opportunity to share what you think is wrong with your child and what you think your child needs.
Teacher	You are certain that the child needs psychological assistance and you are worried that the team won't respect your opinion.
Director	You are concerned that the parent will be so upset about the report that you will 'lose the family' and the parent will 'quit the program.'
Psychologist	You are very concerned that the parent not get too upset about the report you have to share. You also want to explain the diagnosis in the simplest language possible.

Ask them to role play the following issues regarding the IEP conference format:

IEP Conference Format

Role Play Steps

1. The IEP Conference will be conducted with each participant playing their assigned role.

2. The handicap services coordinator will be the moderator of this meeting.

3. Introduce yourselves and the role you are playing to the other members of your team.

4. Share the following information - one piece at a time:

   Assessment - Portage Checklist

   Screening - Alpern-Boll

   Health Records - Physical Exam/Pediatric Evaluation

   Diagnostic Report - Speech Evaluation

   Others - Teacher Observations

5. Record the child's strengths and needs on the flipchart. Discuss developmental ages, patterns you notice, recommended treatment, parent comments, emerging skills, etc.

6. Plan some long term goals.

7. Write some strategies to meet the goals.

8. Decide on a date to review progress.

STEPS IN INDIVIDUALIZING

- Gather information about the child's functioning
  - Teacher Observation
  - Formal Screening and Assessment
  - Developmental Check Lists
  - Parent Interview

- Develop general or long-term Goals

- Develop specific objectives to get to goals

- Develop individual and group activities for objectives

- Conduct activities and reinforce appropriate behavior of child

- Evaluate progress

BACKGROUND ON THE IEP

The IEP Quiz

1. The term IEP stands for:

   ______ (a) "Individualized Education Program"

   ______ (b) "Instructional Education Program"

   ______ (c) "Introductory Education Plot"

   ______ (d) It's just another Myers-Briggs term

2. The IEP was developed as part of of Public Law:

   ______ (a) PL 49-124

   ______ (b) PL 64-146

   ______ (c) PL 94-142

3. Which of the following is not a component in the IEP?

   ______ (a) states' annual goals

   ______ (b) states' short term objectives

   ______ (c) describes specific education services to be provided

   ______ (d) determines the extent of the child's ability to participate in regular education programs

4. Who is not necessarily involved in the IEP process in a Head Start program?

   ______ (a) teachers

   ______ (b) parent

   ______ (c) child

   ______ (d) diagnostic specialists

Please answer true or false to the next set of questions.

5. The IEP must be written.

_____ true

_____ false

6. Since each program is written for a particular child, it is important to have appropriate assessment data available that indicates the child's present level of performance.

_____ true

_____ false

7. Priorities for the child's educational program are set by looking at the child's present level of functioning.

_____ true

_____ false

8. An IEP should include a starting date for the child's program.

_____ true

_____ false

9. An IEP should be done on every child in the Head Start program whether or not handicapped.

_____ true

_____ false

10. It is important to determine the schedule for evaluating the child's progress.

_____ true

_____ false

11. The IEP can be developed informally by staff for a non-handicapped child without parent consent.

_____ true

_____ false

ANSWERS TO THE IEP QUIZ

1. (a) "Individualized Education Program (or Plan)"
2. (c) (Public Law) PL 94-142
3. All are components of the IEP.
4. (c) the child
5. True
6. True
7. True
8. True
9. Good discussion question!
10. True
11. True

Handout #4

LONG-TERM GOALS

WHO	WILL DO WHAT	BY WHAT DATE
parent	complete behavior or action that will be achieved	target date
Ms. SMITH	WILL OBTAIN NECESSARY MEDICAL SERVICES FOR HER FAMILY (INCLUDING UPDATING JIM'S SHOTS)	BY JUNE 1
MR.& MRS. ANDERSON	WILL ATTEND PARENT EDUCATION MEETINGS ONCE A MONTH	BY JUNE 1

WRITING
LONG TERM GOALS AND OBJECTIVES

1. Goal - to improve her communication skills with other children

   Objective - to learn to express her fellings when she is being left out or when she has a conflict with another child

2. Goal - to improve her self-concept

   Objective - to be able to initiate her activities with another child

   - to resolve a conflict with another child

3. Goal - to improve her social skills

   Objective - to play successfully for 5-10 minutes with another child

   - to play with a small group of children for between 10-20 minutes

FILMS AND FILMSTRIPS

It's a Whole New World. Case studies of four children available from:

Head Start Resource and Training Center
4321 Hartwick Road
College Park, MD 20740
(301) 454-5786

A Long Time to Grow, Part I. It is an old film but one of the best films for watching children's behavior. Avaliable from:

Head Start Resource and Training Center
4321 Hartwick Road
College Park, MD 20740
(301) 454-5786

Maryland Bi-State Training Office
West Education Annex
University of Maryland
College Park, MD 20742
(301) 454-2340

A CDT in Action. Slide/tape presentation outlines the development of individualized programs for handicapped children. Available from:

Head Start Resource and Training Center
4321 Hartwick Road
College Park, MD 20740
(301) 454-5786

A variety of slide/tapes are available from Chapel Hill Training Outreach Project. Call (919) 967-8295.

Screening for Handicaps. A slide presentation which outlines the content and procedures for medical (health and dental) and educational (developmental) screening programs. On loan from Head Start Resource and Training Center.

PUBLICATIONS

A Comprehensive Approach for Developing Individual Education Programs for the Preschool Handicapped Child

By G. W. Bryant, V. Campbell, R. A. Freeman Jr., S. Vaugh and A. S. Sanford.

Available from your Resource Access Project

"Developing Individualized Education Programs for Young Handicapped Children"

By A. H. Hayden and E. Edgar.

in Teaching Exceptional Children, Volume 10, 1978, pages 67-70.

Developing Observation Skills

By Carol A. Cartwright and G. Phillip Cartwright, 1974.

Available from: McGraw-Hill
Manchester Road
Manchester, Missouri 63011

The Diagnostic Process

By Ann Gilman, Cynthia Sirk and Rhona Watkins, 1976.

Available from your Resource Access Project

Early Childhood Development Disabilities, A Self-Paced Course for Training Staff to Identify and Integrate Children with Handicapping Conditions Into Preschool Programs

Edited by LeAnne D. KcKelvey, Betty Rintoul and Sharon H. Carter.

Available from your Resource Access Project

Exceptional Teaching: A Multimedia Training Package

by O. R. White and N. G. Haring, 1976.

Available from Charles E. Merrill, Columbus, Ohio

Identifying Handicapped Children: A Guide to Casefinding, Screening, Diagnosis, Assessment, and Evaluation

Edited by Lee Cross and Kenneth Goin, 1977.

Available from: Walker and Company
720 Fifth Avenue
New York, New York 10019 ($8.95)

Linking Developmental Assessment and Curricula: Prescriptions for Early Intervention

By Stephen J. Bagnato and John T. Neisworth, 1981.

Available from: Aspen Systems Corporation
1600 Research Boulevard
Rockville, Maryland 20850

Mainstreaming Preschoolers: Children with Learning Disabilities and Children with Mental Retardation

By J. Liebergott, A. Favors, Jr., C. Saaz von Hippel, and H. Liftman Needleman, 1978.

Available from your Resource Access Project

A Planning Guide to the Preschool Curriculum: The Child, the Process, the Day

By J. Findlay, P. Miller, A. Pegram, L. Richey, A. Sanford, and B. Semrau.

Available from: Kaplan Press
600 Jonestown Road
Winston-Salem, North Carolina 27106
Telephone: 1-800-334-2014
$9.95 + $2.25 for shipping and handling

Preparing for the IEP Meeting: A Workshop for Parents

By Jean Nazzaro, 1979.

Available from: The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

"Public Law 94-142 and Section 504: What They Say About Rights and Protections," in Exceptional Children, Volume 44, 1977, pp. 177-185.

Resources for Creative Teaching in Early Childhood Education

By Bonnie Mack Flemming, Darlene Softley Hamilton, and JoAnn Deal Hicks, 1977.

Available from: Psychological Cooperation
757 3rd Avenue
New York, New York 10017 ($17.95)

School Before Six: A Diagnostic Approach

By L. Hodgden, J. Koetler, B. Laforse, S. McCoord, and D. Schramm, 1974.

Available from: The Cemrel Institute
3120 59th Street
St. Louis, Missouri 63139

Screening, Assessment, and Educational Programming of Pre-School Handicapped Children: A Primer

By Steve E. Sommer with Margaret Churton, 1978.

Available from: Community Services Administration
5th Street at Lawrence
Ironton, Ohio 45638
Telephone: (614) 532-3534 ($7.95)

Special Education for the Early Childhood Years

By Janet Lerner, Carol Mardell-Czudnowski, and Dorothea Goldenber, 1981.

Available from: Prentice Hall, Inc.
Old Tappan, New Jersey 07675 ($20.95)

Talking with Parents: Communication Skills for Educators-Reminders for Effective Communication

By James C. Chalfant and Margaret Van Dusen Pysh, 1981.

Available from: Pathescope Educational Media, Inc.
71 Weyman Avenue
P.O. Box 719
New Rochelle, New York 10802

Teaching Early Childhood: Exceptional Educational Needs - Ten Resource Modules

Edited by Marshall E. Poole, 1979.

Available from your Resource Access Project

Working with the Young Exceptional Child: A Training Guide

By Mary C. Barbera and Bonnie Myers Berger, 1980.

Available from: Tompkins County Economic Opportunity Corporation
318 North Albany Street
Ithaca, New York 14850

Writing and Implementing an IEP: A Step by Step Plan

By Thomas Lovitt, 1980.

Available from: Pitman Learning, Inc.
6 Davis Drive
Belmont, California 94002
Telephone: (415) 592-7810 ($7.95)

Writing Long-Term and Short-Term Objectives, A Painless Approach

By Duane G. Thompson, 1977.

Available from: Research Press Company
2616 North Mattis Avenue
Champaign, Illinois 61920 ($3.95)

Functions of the Placement Committee in Special Education: A Resource Manual for Individualized Education Programs, 1976.

Available from: National Association of State Directors of Special Education
Washington, D.C. ($3.50)

IEP - Individual Education Programming: A role of Child Study Centers for Exceptional Students in Idaho, 1976.

Available from: Division of Special Education
Idaho State Department of Education
Boise, Idaho (Free)

An Introduction to Individualized Education Program Plans in Pennsylvania, 1977.

Available from: National Learning Resource Center of Pennsylvania
King of Prussia, Pennsylvania (Free)

Kentucky IEP Training Manual, 1976.

Available from: Kentucky State Department of Education
Frankfort, Kentucky (Free)

Pennsylvania Preschool Pilot Individualized Educational Program, 1976.

Available from: Project CONNECT
Harrisburg, Pennsylvania (Free)

Individualized Educational Programming (IEP): A Child Study Team Process

By J. Schrag, 1976.

Available from: Learning Concepts
Austin, Texas ($5.95)

A Primer on Individualized Education Programs for Handicapped Children

By S. (Ed.) Torres, 1977.

Available from: The Foundation for Exceptional Children
Reston, Virginia ($4.95)

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Neisworth, Willoughby-Herb, Bagnato	Individualized Education for Preschool Exceptional Children, 1980. Aspen Publications, Germantown, Maryland.
HSRTC	Module on Individualizing Instruction Directors' Manual, 1981. Head Start Resource and Training Center, University of Maryland, 4321 Hartwick Road, College Park, MD 20740.
Barbara L. Wolfe, Maureen L. Griffin, Jordana D. Zeger, Julia Herwig	TEACH Training Guide - Development and Implementation of the Individual Service Plan in Head Start, Cooperative Educational Service Agency #12, 626 East Slifer Street, P.O. Box 564, Portage, Wisconsin 53901, (608) 742-8811.
HSRTC	The Head Start Performance Standards, Head

Start Resource and Training Center, University of Maryland, 4321 Hartwick Road, College Park, MD 20740.

Mainstreaming Handicapped Preschoolers A Practical Guide for Parents and Child Development Staff, Washington Child Development Council, 1983. 2121 Decatur Place, N.W., Washington, D.C., (202) 387-0002.

SAMPLE

INDIVIDUALIZED EDUCATION PLAN

Assessment Instrument:
Assessment Dates ________ and ________
Date of Conference ____________

Child's Name ____________________
Child's Date of Birth __________ Age _____
Assessor ____________________

Parents' Name ____________________
Parents' Address ____________________
Phone ____________________

IEP Committee
Name ____________________
____
____
____
____
____
____

Current Level of Functioning

Developmental Area	Long Term Goals	Specific Objectives	Learning Activities Method & Media	Date Started	Date Ended	Evaluation (Dates for Evaluating Progress)

Building Self Esteem

Overview

This workshop, designed for a maximum of 30 people, uses individual, small and large group activities. It is approximately three and one-half hours in length and will require a certain amount of material preparation (handouts, flip chart displays and activity materials) prior to presenting. The module should be studied thoroughly and materials prepared as directed.

"Building Self-Esteem" aims at increasing our understanding of how a person's view of the "Self" is a critical factor in achieving personal happiness and effective behavior.

In Head Start, we have goals of 1) building self-sufficiency within families and 2) for families to act as advocates for their rights. Basic to achieving these goals is the amount of self-worth that a person feels. The single most important factor affecting behavior is the self-concept. Utilizing our capacity to grow and change requires bushels of self-confidence. Seriously considering the role of self-concept can provide staff persons with guidelines for directing their own behavior more effectively, thus contributing with greater certainty to the health and growth of the family.

Specific learning objectives for this workshop include:

- o to identify behaviors that are indicators of low self-esteem
- o to discuss the role of the helper's impact on family growth
- o to examine a "programmed approach" for building self-esteem with families

Essentially, the "programmed approach" includes:

- a discussion of the impact of self-esteem on behavior
- practical steps for helpers to have a positive impact on an individual's feelings of self-worth
- a plan of action for implanting the approach in the local program

AGENDA

Approximate Time	Activity
40 minutes	Introduction/Warm-up
20 minutes	Self-Esteem - a lecturette
15 minutes	Brainstorming activity
15 minutes	Break
25 minutes	Definitions of Cognitive Distortions
25 minutes	Self-Assessment Quiz
20 minutes	Methods for Boosting Self-Esteem
5 minutes	Break
10 minutes	Additional Methods for boosting Self-Esteem
40 minutes	Developing a Plan of Action
5 minutes	Summary/Evaluation

PROCEDURES

Approximate Time	Activity
10 minutes	Briefly explain the agenda and objectives for the session. Pass out pre-sorted handouts.
30 minutes	Do self-esteem warm-up, "Early Messages I Chose to Hear." If option 2 (in the directions) is selected, have participants refer to Handout #1.
20 minutes	Present Lecturette on Self-Esteem. Reference Handout #2, Maslow's Hierarchy of Needs.
10 minutes	Brainstorm behaviors displayed by individuals with low self-esteem. See Behavior Indicators of Low Self-Esteem.
5 minutes	Discuss implications of the above behaviors.
15 minutes	Break
15 minutes	Present Definitions of Cognitive Distortions. Have participants refer to Handout #3.
10 minutes	Allow participants time to take the Self-Assessment Quiz, Handout #4. Refer to Key Concepts for presentation.
15 minutes	Present and complete Handout #5. Directions for its use are on same page as Self-Assessment Quiz.
20 minutes	Discuss methods for boosting self-esteem. See Key Concepts for presentation.

Approximate Time	Activity
5 minutes	Stand and stretch (optional)
10 minutes	Present additional information on building self-esteem. This material could be prepared in advance on flip chart paper.
20 minutes	Small group discussions on implementing the workshop material into program activities. See A Plan of Action.
20 minutes	Small groups report plans for implementation.
5 minutes	Present summary and review the major points of the workshop.

EARLY MESSAGES I CHOSE TO HEAR

Option 1 Directions for Presentation

- On small strips of paper write individual messages such as "I Love You," "You're stupid," "Marry Wealthy" (numerous examples can be found on Handout #1). Depending on the size of the group, the messages should be done in triplicate to allow more than one participant the chance to gather the same message.
- Lay the strips on tables or on the floor (spread out around the room).
- Have participants quietly walk around the room gathering up messages that they felt or heard clearly when they were children (which messages were important to them as children).
- If participants think of messages that are not included, have them write them on blank slips of paper.
- Have participants return to their seats and read the slips they have gathered. Instruct them:
    - celebrate the ones that they use to help them in their lives
    - if there are any messages that are not positive forces in their lives, they should tear them up and write new helpful messages to replace them.
- Elicit general feedback on the implications of the exercise.

Option 2

- Have participants read the instructions on Handout #1 and complete the sheet.
- Allow quiet time as participants complete step 5.
- Elicit general-feedback on the implications of the exercise.

This exercise is a simplified beginning to looking at how our self-concept is formed. Proceed to the lecturette on Self-Esteem to expand on this experience.

SELF-ESTEEM - a lecturette

In addition to the information presented in the overview, the following key concepts should be presented in lecture form.

CONCEPTS FOR PRESENTATION

Topic	Key Concepts to Present
Definition of self-esteem	Self- esteem is an evaluation which an individual makes and maintains with regard to self. It is the extent to which one believes himself/herself to be capable, significant, successful and worthy. If achievement approaches or meets aspirations in a valued area, the result is high self-esteem; if there is wide divergence, then we regard ourselves poorly.
Factors contributing to the development of self-esteem	The following four factors contribute significantly to the development of our self-esteem: 1. The amount of respectful, accepting and concerned treatment that an individual receives from the significant others in life. 2. Our history of successes and the status or position we hold in the world. 3. Living up to values and aspirations that an individual regards to be important or significant. 4. An individual's manner of responding to devaluation (whether one discounts it or takes it in).

Topic	Key Concepts to Present
Significant Points to remember	o Any aspect of human personality which affects behavior so fundamentally as the self-concept must be of vital concern to Head Start staff members as "helpers" of families. o Self-esteem is learned - we carry it with us everywhere we go. o We learn it from significant others - just as we experienced in the Early Messages exercise. o Feelings of self-worth can only flourish in an atmosphere where individual differences are appreciated - mistakes are tolerated - communication is open - and rules are flexible. o As seen on Handout #2 (have participants refer to this) Self-Esteem is a basic need (a deficiency need) which must be met and maintained before growth needs can be achieved.

The following quote by Virginia Satir might be a good one for participants to consider in concluding the lecturette:

> "Children rarely question our expectations; instead, they question their personal adequacy."

BEHAVIOR INDICATORS OF LOW SELF-ESTEEM

If a person has a low self-concept, s/he is likely to exhibit a variety of behaviors symptomatic of the negative self-image. Using flip chart paper, have participants brainstorm behaviors that they have seen in themselves and in others which might be indicative of low self-esteem.

Some of their responses might include:

passivity

depression

defensive

dishonest

vague in communicating

apathy

change in weight/appearance/sleeping habits

tired

unsatisfied

irritable

self-critical

aggressiveness

guilt

cry a lot

Ask participants to share their thoughts about the following questions. Use the questions for a brief large group discussion.

> In working with families, how do I, as a helper, respond to someone who is _________? (Select words from the brainstormed list.)
>
> If ____________ (behavior from brainstormed list) is an indicator of low self-esteem, how might I respond more effectively?

Proceed with Cognitive Distortions.

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COGNITIVE DISTORTIONS

Using Handout #3, present the following key concepts.

CONCEPTS FOR PRESENTATION

Topic	Key Concepts to Present
All or Nothing Thinking	No one is *absolutely* brilliant or *totally* stupid. People who act out this distortion discredit themselves endlessly and never measure up to their expectations.
Overgeneralization	One bad thing happens and you conclude that it will happen over and over again. This distortion is the *always* or *never* syndrome.
Mental Filter	With this distortion you filter out anything that is positive - everything that you allow to enter your mind becomes negative.
Disqualifying the Positive	One of the most destructive distortions yet one which we may not even be aware of. How do we respond to compliments? (e.g., "your hair looks nice" - response "it needs to be combed/cut/washed, etc.") Have participants consider their personal response to compliments.
Jumping to Conclusions	*Mind Reading* may set up a negative interaction in a relationship. In presenting this information in a group setting, if someone yawns then I conclude they are bored. I may change what I'm doing or have negative feelings about the person's lack of interest. In reality, maybe that person was up all night with a sick child.

Topic	Key Concepts to Present
Jumping to Conclusions (continued)	A good example of the Fortune Teller Error is the unreturned phone call. How often we feel neglected, avoided, etc., when perhaps the message to call back was never received or misplaced.
Magnification/ Minimization	These distortions either blow things out of proportion or shrink them to disregard. We magnify fears, imperfections, errors and minimize strengths.
Emotional Reasoning	Things feel negative so you assume they truly are. For example: I feel guilty - I must have done something wrong; I feel hopeless - My problems are impossible to solve.
Should Statement	This distortion generally causes one to feel pressured, resentful, apathetic or unmotivated. Saying, "I should go on a diet" creates guilt and shame and hinders success. Can't is a similar culprit for inactivity or not accepting responsibility for one's behavior.
Labeling and Mislabeling	This distortion can best be identified as an extreme form of overgeneralization. A single negative event is seen as a never ending pattern of defeat.
Personalization	Here we assume that an event that happened was our fault or reflects our inadequacy. For instance, if my child comes home with bad grades then I consider myself a bad mother. I am accepting responsibility for more than my share. Personalization can be considered the Mother of guilt.

SELF-ASSESSMENT QUIZ

Handout #4 is a short assessment quiz which offers examples of distorted behaviors and at the same time assesses an understanding of the material presented. After participants complete the quiz individually, discuss the results in the large group.

CONCEPTS FOR PRESENTATION

Topic	Key Concepts to Present
Question #1	Answers are self-explanatory and included in the paragraph following the question.
#2	Distortions listed are a, b, c, and e. Have participants specify their answers, e.g., "it wouldn't help anyway" is a jumping to conclusions.
#3	Distortions are a and c.
#4	Distortions are a, c, d, and e.
#5	Distortions are a, b, c, d, and e.
#6	Distortions are a, b, c, d, and e.

As an extension of this learning, have participants turn to Handout #5. On this sheet ask participants to:

- o write down an automatic thought that they personally have, identify its respective distortion, and think of and write down a more rational response.
- o In addition to doing a personal example, have participants recall a cognitive distortion which they heard a Head Start parent say and have them write down a rational response that they could have interjected for the parent.

For example:

Automatic Thought	Cognitive Distortion	Rational Response
"I'm just a parent"	Minimization	You are not "just" a parent - you are a parent! and that means you have a tremendous responsibility in caring for your children, etc.

Identifying the specific Cognitive Distortion from the Handout may become tedious. If participants will at least recognize the distorted thought or statement and come up with a more rational response to it, labeling the distortion becomes secondary.

Proceed with additional methods for boosting self-esteem.

METHODS FOR BOOSTING SELF-ESTEEM

Share the following additional methods for building self-esteem. Some of the information could be put on flip chart paper prior to presenting.

CONCEPTS FOR PRESENTATION

Topic	Key Concepts to Present
To build positive self-esteem in adults and children....	- give yourself and others positive rewards for being: positive rewards for doing well (and appropriate negative feedback for doing poorly.) - stop giving "don't be" messages or "plastics" to yourself and others (plastics are statements such as "you run really fast for an old man." "You are good at softball for a girl." Don't be messages are things like, "Drop dead", "You were a mistake", "Go play in traffic.") - If you have given a plastic message, get it back. - Don't accept, or believe, or internalize "don't be" messages (it is much easier to improve or change your behavior when you believe you are loveable and capable). - Love yourself. - Appreciate your accomplishments. - Accept your mistakes. - Find people who will support you in that kind of healthy relationship.

Topic	Key Concepts to Present
Additional methods for boosting self-esteem (to be used individually or in groups)	1. As demonstrated in the Cognitive Distortion exercise: TALK BACK to your INTERNAL CRITIC - recognize critical thoughts - learn why thoughts are distorted - talk back 2. Success sharing. 3. Something I do well is ___ ___ ___. 4. Every morning when you wake up think of one positive thing about yourself. 5. Positive imagery (imagine situations the way that you would like for them to be and work toward that). 6. Change "I can't" statements into "I won't" or "I can" statements. 7. Something I'm proud of is ___ ___ ___ .

How can we implement this in Head Start? Proceed to A Plan of Action.

A PLAN OF ACTION

In small groups of four to five people, give participants twenty minutes to discuss (and record on flip chart paper) specific ways that they might contribute (as individuals and as staff members) to a Head Start parent's/child's feeling of self-worth. Groups should develop a specific plan for implementing their suggestions. For example, a group may decide to begin every parent meeting with success sharing by all present (or a "something I do well" statement).

At the end of twenty minutes all groups should be given an opportunity to report their discussions with the total group.

Summarize this exercise by elaborating on reinforcing implementation of the participants "plans for action."

Prepare to conclude and evaluate the workshop. See Summary and Evaluation.

SUMMARY AND EVALUATION

Concepts for Presentation

Topic	Key Concepts to Present
Summary	Review that, during the workshop, participants: o identified behaviors that are indicators of low self-esteem o examined distorted behaviors o reviewed guidelines for boosting self-esteem o developed a plan of action for using the material in their work with families
Evaluation	Allow participants time to discuss their reactions to the materials presented, activities employed, usefulness of content, need for additional information.

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EARLY MESSAGES I CHOSE TO HEAR

This exercise is designed to help you discover early messages of yours that are helpful to you and to rewrite any early messages that are not helpful.

1. Look at the list and allow yourself to remember which messages were important to you when you were a child.
2. Circle messages that you felt or heard clearly.
3. If you recall any messages that are not included, write them in the spaces provided.
4. Read the messages you have circled.
5. Celebrate the ones that you use to help you in your life. If there are any messages that are not positive forces in your life, write new helpful messages to replace them.

I like to hug you.

Think.

You are beautiful.

I like watching you put your puzzle together.

It's okay to go exploring. I'll still be here.

Don't brag.

You have a big mouth.

You're trying out your spoon. I'm excited watching you try new things.

Why can't you be like your brother?

She needs help.

I feel good that you can tell when you're feeling angry at me.

You're so wild.

You can succeed.

I wish you hadn't been born.

It's OK to feel mad, but you are not to hit yourself or anyone else.

You don't have to act sick to get taken care of.

You're messy.

Drop dead.

How are you?

I like your hugs.

I hate you.

I wish you had been born some other time.

She does pretty well considering her family.

You are a busy baby.

Are you still here?

You never learn.

Make me look good.

Goofed again.

Anything worthwhile is worth suffering for.

She is our slow one.

You're huggable.

You're so smart.

Oh, you picked up the block. I'm so glad!

Try, try, try again.

Always be a happy little girl.

You're just like me.

You are a good little girl.

Marry wealthy.

You are OK if you take care of me.

She's a problem.

She's busy all the time.

My day is better when I see you.

I'm glad you're growing up.

I'm glad you're a girl.

I wish you were a girl.

I need you to help take care of ______.

I like to hold you even when you aren't scared.

Why don't you get sick tomorrow so I can have some peace?

I like to hold you.

Anger and unpleasantness are not allowed.

Work hard, or I won't like you.

You can't do anything right.

Work smarter, not harder.

Try harder.

I'm afraid of your anger.

I'm glad you're a boy.

I wish you weren't a boy.

I wish she were in someone else's care.

Hi, I'm glad you're here.

Why did she have to come here?

You're stupid.

You dummy.

You're ugly.

I love you.

You klutz!

If something goes wrong, it must be your fault.

You can trust yourself to know what you need.

I knew you could do it.

You don't have to hurry and grow up.

You can think even when you feel scared

There's no excuse for a bad mood.

You're so slow.

Mind your own business.

You're crazy.

When I can, I'll get a good job and let someone else take care of these brats.

You drive me to drink.

You keep on like that and you'll end up in prison.

I enjoy you.

You're smart.

Behave properly because if you don't, that makes us bad parents.

I'm not afraid of your anger at me.

Poor little thing, her parents are terrible drinkers.

She's our feisty one.

If you have a problem, fix it.

What will the neighbors think?

Think the way I tell you to think.

Be successful.

Your needs aren't important. Don't expect others to take care of you.

You can be in control of yourself and still have needs.

I wish you weren't here, so I could have some fun today.

Don't have fun.

Don't have fun, work.

Please other people.

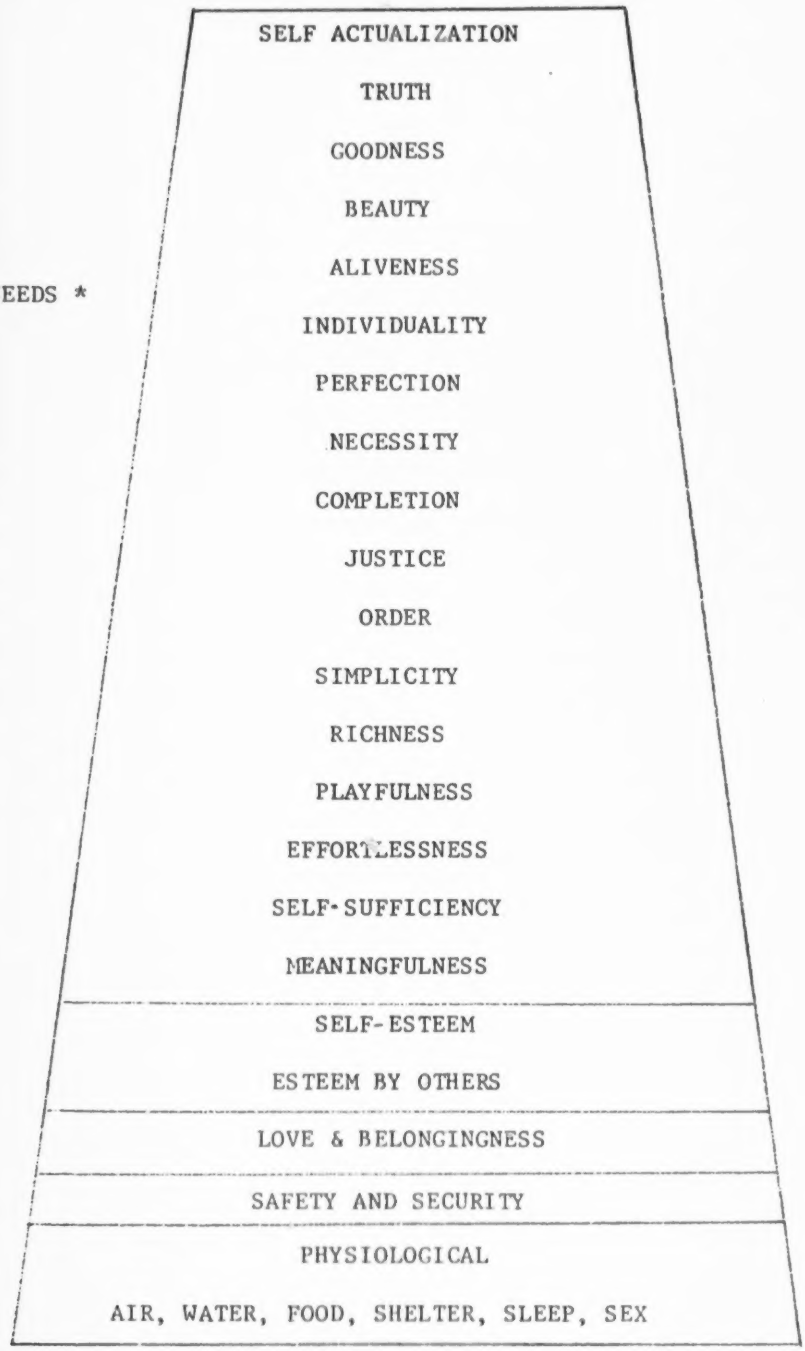
Hurry and grow up.

Work hard.

You don't have to wave bye-bye in order for me to love you.

Taken from: Self-Esteem: A Family Affair by Jean Illsley Clarke.

ABRAHAM MASLOW'S HIERARCHY OF NEEDS



GROWTH NEEDS *

SELF ACTUALIZATION
TRUTH
GOODNESS
BEAUTY
ALIVENESS
INDIVIDUALITY
PERFECTION
NECESSITY
COMPLETION
JUSTICE
ORDER
SIMPLICITY
RICHNESS
PLAYFULNESS
EFFORTLESSNESS
SELF-SUFFICIENCY
MEANINGFULNESS

BASIC NEEDS

SELF-ESTEEM
ESTEEM BY OTHERS
LOVE & BELONGINGNESS
SAFETY AND SECURITY
PHYSIOLOGICAL
AIR, WATER, FOOD, SHELTER, SLEEP, SEX

THE EXTERNAL ENVIRONMENT
PRECONDITIONS FOR NEED SATISFACTION
FREEDOM, JUSTICE, ORDERLINESS
CHALLENGE(STIMULATION)

* Growth needs are all equal importance (not hierarchical)

Source: Frank C. Gobel, The Third Force (New York: Pocket Books, 1971.,p.52.

DEFINITIONS OF COGNITIVE DISTORTIONS

1. ALL-OR-NOTHING THINKING: You see things in black-and-white categories. If your performance falls short of perfect, you see yourself as a total failure.

2. OVERGENERALIZATION: You see a single negative event as a never ending pattern of defeat.

3. MENTAL FILTER: You pick out a single negative detail and dwell on it exclusively so that your vision of all reality becomes darkened, like the drop of ink that discolors the entire beaker.

4. DISQUALIFYING THE POSITIVE: You reject positive experiences by insisting they "don't count" for some reason or other. In this way you can maintain a negative belief that is contradicted by your everyday experiences.

5. JUMPING TO CONCLUSIONS: You make a negative interpretation even though there are no definite facts that convincingly support your conclusion.

   a. Mind Reading. You arbitrarily conclude that someone is reacting negatively to you, and you don't bother to check this out.

   b. The Fortune Teller Error. You anticipate that things will turn out badly, and you feel convinced that your prediction is an already established fact.

6. MAGNIFICATION (CATASTROPHIZING) OR MINIMIZATION: You exaggerate the importance of things (such as your goof up or someone else's achievement), or you inappropriately shrink things until they appear tiny (your own desirable qualities or the other fellow's imperfections). This is also called the "binocular trick."

7. EMOTIONAL REASONING: You assume that your negative emotions necessarily reflect the way things really are: "I feel it, therefore it must be true."

8. SHOULD STATEMENT: You try to motivate yourself with shoulds and shouldn'ts, as if you had to be whipped and punished before you could be expected to do anything. "Musts" and "oughts" are also offenders. The emotional consequence is guilt. When you direct should statements toward others, you feel anger, frustration and resentment.

9. LABELING AND MISLABELING: This is an extreme form of overgeneralization. Instead of describing your error, you attach a negative label to yourself: "I'm a loser." When someone else's behavior rubs you the wrong way, you attach a negative label to him: "He's a goddamn louse." Mislabeling involves describing an event with language that is highly colored and emotionally loaded.

10. PERSONALIZATION: You see yourself as the cause of some negative external event which in fact you were not primarily responsible for.

Taken from Feeling Good by David D. Burns.

SELF-ASSESSMENT QUIZ

1. You are a housewife, and your heart sinks when your husband has just complained disgruntledly that the roast beef was overdone. The following thought crosses your mind: "I'm a total failure. I can't stand it! I never do anything right. I work like a slave and this is all the thanks I get! The jerk!" These thoughts cause you to feel sad and angry. Your distortions include one or more of the following:

   a. all-or-nothing thinking;
   b. overgeneralization;
   c. magnification;
   d. labeling;
   e. all the above.

   Now I will discuss the correct answers to this question so you can get some immediate feedback. Any answer(s) you might have circled was (were) correct. So if you circled anything, you were right! Here's why. When you tell yourself, "I'm a total failure," you engage in all-or-nothing thinking. Cut it out! The meat was a little dry, but that doesn't make your entire life a total failure. When you think, "I never do anything right," you are overgeneralizing. Never? Come on now! Not anything? When you tell yourself, "I can't stand it," you are magnifying the pain you are feeling. You're blowing it way out of proportion because you are standing it, and if you are, you can. Your husband's grumbling is not exactly what you like to hear, but it's not a reflection of your worth. Finally, when you proclaim, "I work like a slave and this is all the thanks I get! The jerk!" you are labeling both of you. He's not a jerk, he's just being irritable and insensitive. Jerky behavior exists, but jerks do not. Similarly, it's silly to label yourself a slave. You're just letting his moodiness sour your evening.

2. I informed you that you would have to take this self-assessment quiz. Your heart suddenly sinks and you think, "Oh no, not another test! I always do lousy on tests. It makes me nervous, so it wouldn't help anyway." Your distortions include:

   a. jumping to conclusions (fortune teller error);
   b. overgeneralization;
   c. all-or-nothing thinking;
   d. personalization;
   e. emotional reasoning.

3. You receive a layoff notice from your employer. You feel mad and frustrated. You think, "This proves the world is no damn good. I never get a break." Your distortions include:

   a. all-or-nothing thinking;
   b. disqualifying the positive;
   c. mental filter;
   d. personalization;
   e. should statement.

4. You are about to give a talk at a group meeting and you notice that your heart is pounding. You feel tense and nervous because you think "My God, I'll probably forget what I'm supposed to say. My speech isn't any good anyway. My mind will blank out. I'll make a fool of myself." Your thinking errors include:

   a. all-or-nothing thinking;
   b. disqualifying the positive;
   c. jumping to conclusions (fortune teller error);
   d. minimization;
   e. labeling.

5. You have put off writing home visit report forms. When you try to get down to it, the whole project seems so difficult that you watch TV instead. You begin to feel overwhelmed and guilty. You are thinking the following: "I'm so lazy I'll never get this done. I just can't do the darn thing. It would take forever. It won't turn out right anyway." Your thinking errors include:

   a. jumping to conclusions (fortune teller error);
   b. overgeneralization;
   c. labeling;
   d. magnification;
   e. emotional reasoning.

6. You've been trying to diet. This weekend you've been nervous, and, since you didn't have anything to do, you've been nibbling, nibbling. After your fourth piece of candy, you tell yourself, "I just can't control myself. My dieting and jogging all week have gone down the drain. I must look like a balloon. I shouldn't have eaten that. I can't stand this. I'm going to pig out all weekend!" You begin to feel so guilty you push another handful of candy into your mouth in an abortive effort to feel better. Your distortions include:

   a. all-or-nothing thinking;
   b. mislabeling;
   c. negative prediction;
   d. should statement;
   e. disqualifying the positive.

Taken and adapted in part from Feeling Good by D. Burns.

BU[illegible]ING SELF-ESTEEM

Handout #5

AUTOMATIC THOUGHT	COGNITIVE DISTORTION	RATIONAL RESPONSE
(self-criticism)		(self-defense)

Overview

This workshop, designed for a maximum of thirty (30) people, uses individual, small and large group activities. It is approximately three and one-half hours in length and will require a certin amount of material preparation (handouts, flip chart displays, etc.) prior to presenting. The module should be studied thoroughly and materials prepared as directed.

The goal of this session is to give participants a basis for looking at families from a developmental point of view. The session encourages participants to experience the information and activities on a personal level before applying it to Head Start families. An understanding of Family Development offers yet another means for understanding and relating to families; assisting them in assessing strengths and weaknesses; and planning for more effective service delivery and advocacy efforts.

Learning Objectives

- to examine the family unit through a developmental approach
- to review a perspective on social class and family development
- to examine our profiles as family members
- to review family developmental tasks
- to plan for application of the workshop material to the local program

Agenda

Introduction

Family Development - Lecturette

Profile as a Family Member

Developmental Task - Overview

Break

Challenges/Hazards of Tasks in Relationship to Low Income Families

Application to Local Program

Summary / Evaluation

PROCEDURES

Approximate Time	Activity
10 minutes	Briefly explain the agenda and objectives for the session. Pass out presorted handouts.
30 minutes	Present Lecturette on Family Development. See Key Concepts.
10 minutes	Mention the Impacts of Social Class on Family Development. See Key Concepts and refer to Handout #1.
30 minutes	Present "Profile as a Family Member" activity. Handout #2.
45 minutes	Present Duvall's, Family Developmental Tasks, Handout #3, in conjunction with small group exercise. See Key Concepts.
15 minutes	Break
40 minutes	Discuss the Challenges/Hazards of Tasks in relationship to low income families. See Handouts #1 and #4.
15 minutes	Small group reports.
15 minutes	Plan for application of material presented to local program setting.
5 minutes	Present Summary and review the major points of the workshop.

INTRODUCTION

Family Development lecturette - the following information and key concepts should be presented in lecture style.

Like individuals, families have tasks that arise at a given stage in the family life cycle. The number of developmental tasks that an individual or a family unit face are innumerable and complex. Because of social pressures, class and culture differences, geographical locations and personalities (to name a few) families develop in a great variety of ways. Despite these differences, there is a predictability about family development that helps us in knowing what to expect of any family at a given stage in their life cycle. The stages can be many or few but simply represent a convenient division for a study of family development that in real life flows from one phase to another without pause or break. Each stage in the family life cycle has its beginnings in the stages that are past and is moving toward future development. Knowing where a family is in time; who lives in the home; and how the family fares in the community in which they live helps us become aware of problems, potentials, rewards, hazards, strengths and weaknesses. This workshop will look at eight (8) possible stages in a family life cycle, and is based on the research and theories of Evelyn Duvall.

NOTE:

- Numerous Developmental Theories (ranging from two (2) to twenty-four (24) stages) can be found. Duvall's theory was selected for its simplicity and applicability.

- In cases of single parent families, several tasks will have to be ignored, while responsibilities of remaining tasks fall to one adult.

- for example, in Stage 6, Families as Launching Centers, a task is for husband and wife to come to terms with themselves and each other. In single parent families this will not occur. Also, each task will be the primary responsibility of the one parent.

KEY CONCEPTS TO PRESENT

DURING THE LECTURETTE...

Topic	Key Concepts to Discuss
Family Developmental Task	"A growth responsibility that arises at a certain stage in the life of a family, successful achievement of which leads to satisfaction and success with later tasks, while failure leads to unhappiness in the family, disapproval by society, and difficulty with later developmental tasks" - definition by: Robert Havighurst
For families to continue to grow as a unit they need to satisfy at any given stage....	1. biological requirements or physical maturation 2. cultural imperatives (including pressures and privileges) 3. personal aspirations and values
An individuals assessment of a developmental task consists of....	1. Perception - of how others are behaving; of what is expected 2. Identity Formation - forming new conceptions of behavior 3. Coping with conflicting demands, fear of failure, etc.

Topic	Key Concepts to Discuss
	4. Motivation - wanting to achieve the next step in development enough to work toward it. For example: - a small boy sees a bigger boy riding a bicycle (PERCEPTION) - he conceives of himself as a potential bike rider (IDENTITY FORMATION) - he copes with fear of failure, demands by peers, etc. (COPING) - he wants to learn to ride enough to practice to become proficient (MOTIVATION)
Social Class and Family Development	Social class differences, social acceptance, individual and family attitudes, outlook, ideas, ideals, responsibility, morals and general social behavior affect family life profoundly. Participants should be encouraged to read Handout #1 for insights related to the impact of poverty on family life. This area will be covered in more detail later in the workshop.

PROFILE AS A FAMILY MEMBER

It is important to understand our position in a family (who is present in the family, where the family is in time, etc.) as a basis for looking at some of the developmental tasks which we are facing in our lives as family members. To achieve that end, present your personal profile as a family member. Next instruct participants to individually determine their profiles. The model (a) on the next page may be used. Participants should use Handout #2 to diagram their profiles.

CONCEPTS FOR PRESENTATION

Topic	Key Concepts to Present
As family members, we live in one of the following...	FAMILY OF ORIENTATION - the family in which we as children grew up. FAMILY OF PROCREATION - the family that we, as adults, are building (with children of our own). - this should be extended to include married couples, single parents, extended family units, etc.

In presenting the sample profile, identify personal information and how it corresponds to the developmental stages:

- o Comment that the developmental stages are determined by the age of the oldest child.
- o Encourage participants to project the stages that have not yet happened - including possible time frames. This is necessary to develop an awareness of:
    - length of time in each stage
    - preparation for developmental tasks in future stages

(a)

SAMPLE PROFILE

PROFILE AS A FAMILY MEMBER

		Developmental Stage	Personal Data	Ages	
100					
			Death	75	FAMILY OF PROCREATION
	8 7	Middle aged and Aging Mother (empty nest)			
			Child marries	65	
	6	Mother at Launching Stage			
	5	Mother of teenager			
			Child becomes teenager	50	
	4	Mother of School Age Child			
			Child enters School	43	
	3	Mother of pre-schooler			
			First child	37	
	2	Childbearing Mother			
	1	Beginning Family			
			Married	35	
			Employment World	22+	FAMILY OF ORIENTATION
			College	18	
			Entered teens	13	
			Began school	6	
0			Birth		

- o Assist anyone who needs help in developing their profile.

- o Ask participants for their reactions to this activity. (difficulties, awarenesses)

- o Have each participant determine which developmental stage fits them personally.

The diagram on the following page (b) should be prepared on flip chart paper and presented to participants to further enhance an understanding of time frames in the family life cycle.

Ask participants for reactions to the diagram. Some interesting points and questions to make note of include:

- One-half of the family life cycle is spent preparing for, having, and raising children (that covers six (6) of eight (8) stages).

- How much time is given to prepare for the second half of the family life cycle (stages seven (7) and eight (8)?

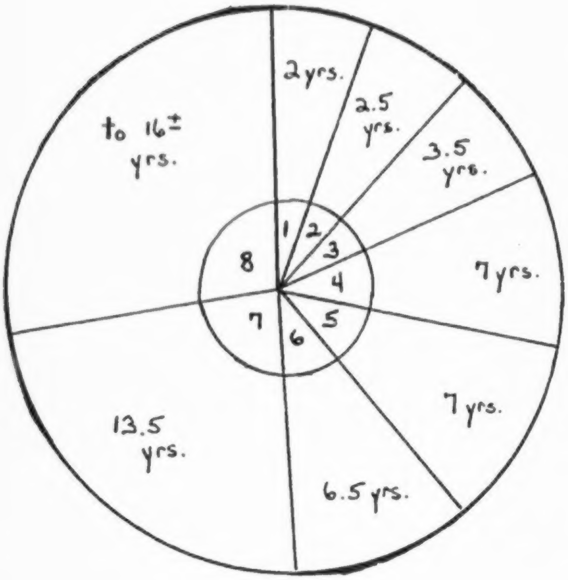
- What are the implications?

Proceed to Developmental Task Overview.

(b)

THE FAMILY LIFE CYCLE BY LENGTH OF TIME IN EACH OF EIGHT STAGES

(diagram represents norms from census information - actual times differ with individual families, cultures, classes, etc.)



1. Beginning families (without children)
2. Childbearing families (oldest child birth - 30 months)
3. Families with preschool schildren (oldest child 30 months - 6 years)
4. Families with school age children (oldest child 6 - 13 years)
5. Families with teenagers (oldest child 13 - 20 years)
6. Families as launching centers (first child gone to last child leaving home)
7. Families in the middle years (empty nest to retirement)
8. Aging Families (retirement to death)

DEVELOPMENTAL TASK OVERVIEW

Participants are now prepared to take a closer look at specific developmental tasks that are occuring within each of the eight (8) stages. They should continue to relate the information presented to their personal lives.

Divide participants into groups corresponding to their developmental stage (refer back to profile as a family member exercise). There is the potential to have eight (8) separate groups. Those participants who are in several stages (e.g., with preschool and school aged children) should be encouraged to sit in with the group based on their oldest child's position (in this case families with school children). They may opt for either group based on their personal desire to learn more about a particular stage.

Using Handout #3, instruct the small groups to:

- review the tasks outlined within their particular stage.

- discuss the relevance of the tasks to their personal situations. (Are the tasks things that individuals are currently working through?)

- share commonalities/differences among all group members related to being in a particular stage (e.g., stage five (5) group members might discuss the trials and joys of having a teenager in the home).

After small groups have met for approximately thirty (30) to forty (40) minutes, have all return to the large group to share their perceptions. Doing this in sequence, by stage, is often very interesting.

Overwhelmingly, participants will reinforce that:

- they indeed were working through the specific tasks within their stage;
- they share numerous common elements (difficulties and joys) with other members in their group;
- as they approach each new stage, there is apprehension and excitement;
- some stages seem more trying based on their own personalities;
- they felt support and understanding (a camaraderie with other group members.

TIME FOR A BREAK!

CHALLENGES/HAZARDS

Having looked at the norms and general expectations in relationship to family development, it is now time to consider how this information applies to Head Start Families. Each developmental task within each stage can be considered as a challenge or a hazard; a strength on a weakness, depending on specific family instances and personalities.

CONCEPTS FOR PRESENTATION

Topic	Key Concepts to Present
As represented in the developmental tasks, in some way every family must deal with at least six (6) fundamental problems.	1. Allocation of authority and responsibility (in single parent families this and others listed below may fall to one person - thus doubling the burden) 2. Allocation of functional roles (who does what) 3. Socialization of children 4. Earning and disbursing economic resources 5. Allocation of lines of solidarity among family members and integration of the group as a whole 6. Communicating with other important social structures in society (the community, church, etc.)
Family Inadequacy	Handout #4, Causes of Family Conflict, diagrams potential stressors on effective family functioning. Generally, speaking, there is no one inadequacy. There is an initial cause which tends to create tensions in other areas of family life, which in turn become conflicts as well.

Topic	Key Concepts to Present
Services Needed to help Families Meet Challenges and Hazards	The developmental tasks represent an additional means for assessing and planning for meeting family needs. Each task calls for advocacy in service delivery to low income families. e.g., In stage three (3), a task is to : - supply adequate space Hazards might include: - inadequate play space - insufficient dwelling units for families with young children Advocacy efforts might focus on: - neighborhood tot-lots - housing developments structurally designed for growing families

To expand upon these areas, have participants divide into groups of four (4) or five (5) to complete the following tasks. Groups should be assigned one of the following. Item #4 may be worked on by several different groups.

1. Read Section I of Handout #1, discuss the information presented as well as its impact on family development, develop a three (3) - four (4) minute presentation to deliver to the total group.

2. Read Section II of Handout #1. Proceed with directions from previous step.

3. Read Section III of Handout #1. Proceed as above.

4. Analyze a specific Head Start family's strengths and needs based on their specific stage of development and subsequent developmental tasks. Discuss possible advocacy efforts for this particular family. Prepare a case report for the total group.

After approximately twenty (20) - thirty (30) minutes, have each group present its information to the total group. Summarize the reports and proceed to the following brainstorming exercise.

APPLICATION TO LOCAL PROGRAM

In the large group, brainstorm possible ways that the workshop materials might supplement local program activities. Write all ideas generated on flip chart paper (or blackboard).

Practical applications might include:

- to consider family developmental tasks in staffings or team meetings related to specific families

- to present a workshop to parents on family development to see how well the tasks relate to them

- to consider developmental tasks in community advocacy work

- to develop support groups according to specific stages of family development

Summarize this exercise by reinforcing or supporting participants plans to implement the brainstormed ideas. If time permits, they might begin a written plan (objectives, strategies, etc) for implementation.

Prepare to conclude and evaluate the workshop. See Summary and Evaluation.

SUMMARY AND EVALUATION

CONCEPTS FOR PRESENTATION

Topic	Key Concepts to Present
Summary	Review that, during the workshop, participants: o examined family units using a developmental approach o explored the impacts of social class on family development o identified family developmental tasks o developed a plan for using the workshop materials in working with Head Start families
Evaluation	Allow participants time to discuss their reactions to the materials presented, activities employed, usefulness of content, and need for additional information.

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THE IMPACT OF POVERTY ON FAMILY LIFE

Section I

ATTITUDES TOWARD THE POOR

It is a widely held view in our society that all Americans have equal access to opportunity and equal means available to them for the achievement of success -- measured in terms of job, income, education, and place of residence. According to this view, the individual is seen as the prime mover of his own destiny -- through initiative, hard work, and responsibility anyone can achieve success. The mass media -- radio, television, newspapers, and magazines -- reinforce this view.

There is a tendency to overlook or deny the reality that many Americans do not have equal access to opportunity, that poverty makes it extremely difficult to live up to the ideals of American family life. It is a mystery to many Americans why today's poor are unable to rise above their poverty as did the poor of earlier generations. The fact is the America of today is considerably different from the America of forty (40) or fifty (50) years ago. The Advisory Council on Public Welfare comments:

> America is discovering that in a prolonged period of continuous economic growth, there are still more than 34 million of its citizens living in bleak and separate prisons of poverty. It has become obvious that it will take more than great general prosperity to free them. Only a short time ago many of us believed that it would.
>
> We have discovered that the economic and social pressures generated by a swiftly developing technology fall with unequal weight upon various members of our society.
>
> Tenant farmers forced into urban ghettos by the mechanization of farming are expected to adapt like 19th century settlers on the western frontier or experienced assembly line technicians. Children -- for all our public affirmations -- are not only neglected but expected to bear the full burden of the alleged deficiencies of their parents.

> These are only a few examples of the ways our failure to adapt our institutional structure to changing needs and conditions has taken its toll from those least able to protect themselves.(1)

The myth still prevails, however, that today's poor should be able to overcome their poverty by their own efforts. Inferiority, psychological weakness, and structural deficiencies in the family are cited to explain why the poor have not been able to do so. In this regard, it is sometimes claimed that the movement toward preschool education for children from poverty families represents the failure or inadequacy of the family to fulfill its child-rearing functions.

These beliefs and attitudes obstruct the development of mutual trust and understanding between the poor and those who work with them and in their behalf and, consequently, impede the development of effective programs for change.

THE CONDITION OF POVERTY

The poverty population in America varies considerably in ethnic and racial background and in geographic location. Great diversity exists in their family life and in the ways they rear their children. There is no one family type or model.

The family that is poor is chronically faced with crises and pressures that undermine its stability. Jobs are unavailable or intermittent. Those that are available do not pay enough to support a family. Housing is often deteriorated and overcrowded. Schools tend to be inferior. Health and medical facilities and services are nonexistent or poorly organized. Social welfare, recreation, and transportation are severely deficient.

Although society expects the male to be primary economic provider for his wife and children, a severe lack of employment and job-training opportunities makes it extremely difficult for the male who is poor to measure up to such norms. Such pressures tend to weaken the fabric of family life and make it difficult for the male to fulfill his role as husband and father.

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1. Advisory Council on Public Welfare. Having the Power, We Have the Duty. Washington, D.C.: U. S. Government Printing Office, 1966. Page 3.

The lack of sufficient income, further, places severe restrictions on many important areas of family living. A comparison between the choices and opportunities available to high-and-low income families in vital areas that affect the health and welfare of the family is revealing. In terms of medical care, for example, the person of higher income can choose a doctor or health care plan that is judged to meet the needs of family members. The person who is poor, unable to afford a private doctor or a health plan, must rely on public services to meet his family's health and medical needs even though there is recognition that such services may be inadequate.

In their constant struggle to provide the bare necessities for their families, parents must make difficult choices between what they may want and what they can actually get. Shall they buy food or pay the rent? Shall they buy a winter coat for the school-age child or fuel to heat the home?

INSTITUTIONAL SERVICES

A connection exists between family life and the availability and quality of institutional services. Deficiencies in the way public and private institutions are organized to provide and deliver their services account for some of the major problems families have in providing adequately for the welfare of their children. Health and welfare services, for example, are often not available to parents who are poor. Where they do exist, their use often requires other supportive services that are not accessible to the parent. He is therefore forced to forego the services that are available.

Parents find it difficult to adjust their family responsibilities to the routines and policies of hospitals and clinics. Requests to take children within the same family to different medical facilities may require extensive traveling and tax the resources of families. Overcrowded clinics and hospitals necessitate excessive waiting periods. Fees for medical services may be beyond the reach of some poor families. Inadequate follow-up on medical problems and discontinuity in relationships between family members and medical personnel serve to depersonalize services.(2)

ATTITUDES AND VALUES OF THE POOR

A wide gap in communication exists in American communities between the poor and persons who plan and administer programs that affect them.

By and large, the poor are unseen and unheard in the decision-making councils of institutions, neighborhoods, and larger communities of the cities and nation. The poor are planned _for_ and not _with_ in terms of how they shall live, what goods are available for their consumption, and how and to what extent their children shall be educated. Lack of involvement in decision-making roles and activities causes poor people to feel that they are powerless to influence or control the forces that affect their lives.

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2. Martin L. Birnbaum, Mary Gay Harm, and Selma B. Ortof, _The Content for Training in Project ENABLE._ New York: Child Study Association of America, 1967. Pp. 26-27.

The lack of communication, of opportunities for decision-making, and of participation in community life contributes to the isolation and separation of the poor from the mainstream of society. These conditions deny rights that in a democratic society should be available to all citizens and foster the notion that the poor are a separate class.

There is an acknowledgement that not a great deal is known about how the poor live and how they rear their children. Therefore they tend to be viewed statistically rather than as human beings. Figures on illegitimacy, juvenile delinquency, and family breakdown are utilized to depict, and generalize about, their behavior.

A perspective is needed that would take into account socio-cultural factors that influence behavior. It should be recognized that patterns of family life and child-rearing often represent adaptations to stresses and deprivations that derive from limited choices rather than from preferred responses. Given a new and better set of circumstances and opportunities, different choices might be made. Thus, the tendency to describe and interpret behavior of the poor as if the negative characteristics attributed to them are fixed and unchangeable would be avoided.

By and large, parents who are poor do know what they want for themselves and their children. Parents express concern about the quality of the education their children receive. They want better jobs and more job-related training, improved housing, and adequate health and medical care. Increased police protection, better traffic and safety precautions, and provisions for supervised recreation in their neighborhoods are often stated as pressing needs.

Section III

THE CHILD AND HIS FAMILY

For the child there is no substitute for the sense of security he derives from his family relationships. The child's parents are important role models for him. His desire for their love, approval, and acceptance influences the child to want to please them by adopting their ways. What he expects to achieve and become is influenced by the hopes and aspirations his parents have for him. Through his ties with the emotionally significant adults in his life, the child absorbs the attitudes, values, habits, and customs of the groups to which he belongs. Parental beliefs, feelings, behavior, and attitudes toward society are important sources for the child's developing notions about the world around him and his place within it.

Forces operate within the family to affect the child's educational development. For example, a child who goes to school hungry will have little energy to apply to learning; the child kept out of school until his parents can afford to clothe him will fall behind in his studies; children who are continuously uprooted because of problems in housing will have difficulties in developing and maintaining sound learning patterns. In a home where there is not enough money to feed, house, and clothe the children, such educational necessities as books, toys, and recreation become rare luxuries.

A lack of attention to the development of language, reading, and play skills may stem from the preoccupation of parents with the necessity of meeting the physical needs of their children rather than from a lack of interest or motivation. Also, parents may not recognize the importance of the development of these skills, since in their own experiences these may not have been considered necessary. They may accept the goals for education but be unfamiliar with the process relating to the achievement of these goals. Although such parents believe that education provides an opportunity to get ahead in life, they may not relate this belief to specific early skills.

In many communities parents are requesting a greater voice in the education of their children. The functioning of school systems in poverty areas, for example, arouses considerable ferment, and parents want to know why the schools in their neighborhoods are inferior to those in higher-income communities. However negatively the segments of the community beyond the poverty-stricken area may view this activity in the low-income community, acknowledgement must be made of the parents' expressed awareness of the necessity for greater attention to the particular needs of their children.

The same kinds of concerns are developing around the thrust for social justice in many levels of society. Children who are a part of the life of the family are not deterred from sharing in these activities and have, in some sections of the country, displayed a courage equal to that of many adults. Far from expressing alienation from society, these families are displaying an involvement at a very deep level and a willingness to risk their own security in order to achieve a sounder basis for the future for themselves and their children. The child in such a setting inevitably gains a new perception of himself and his parents. Even as he has been affected in the past by attitudes that conveyed apathy and hopelessness, he is now affected by an openness of spirit and motivated to share an improved family and community life.

If families who are poor are to contribute relevantly to the formation of future social policy, they may need assistance in acquiring the know-how to negotiate the social systems where decisions are made. The educational experience can be more meaningful when combined with the social experiences offered children and their families by programs sponsored by the War on Poverty and similarly motivated programs under public and private auspices. The combination can become a significant force in strengthening the lives of children and their families who are now the victims of deprivation.

Handout #2

PROFILE AS A FAMILY MEMBER

FAMILY DEVELOPMENTAL TASKS

By Evelyn M. Duvall

Stage I

A. BEGINNING FAMILIES: ESTABLISHMENT PHASE
(To birth of the oldest child)

1. Establishing a home base in a place to call their own.
2. Establishing mutually satisfactory systems for getting and spending money.
3. Establishing mutually acceptable patterns of who does what and who is accountable to whom.
4. Establishing a continuity of mutually satisfying sex relationships.
5. Establishing systems of intellectual and emotional communications.
6. Establishing workable relationships with relations.
7. Establishing ways of interacting with friends, associates and community organizations.
8. Facing the possibility of children and planning for their coming.
9. Establishing a workable philosophy of life as a couple.

B. BEGINNING FAMILIES: EXPECTANT PHASE

1. Reorganizing housing arrangements to provide for the expected baby.
2. Developing new patterns for getting and spending income.
3. Revaluing procedures for determining who does what and where authority rests.
4. Adapting patterns of sexual relationships to pregnancy.
5. Expanding communication systems for present and anticipated emotional constellations.
6. Reorienting relationships with relatives.
7. Adapting relationships with friends, associates and community activities to the realities of pregnancy.
8. Acquiring knowledge about and planning for the specifics of pregnancy, childbirth and parenthood.
9. Testing and maintaining a workable philosophy of life.

Stage II

C. CHILDBEARING FAMILIES (Birth of oldest child to 30 months)

1. Adapting housing arrangements for the life of the little child.
2. Meeting the costs of family living.
3. Reworking patterns of mutual responsibility and accountability.
4. Re-establishing mutually satisfying sexual relationships.
5. Refining intellectual and emotional communication systems for childbearing and rearing.
6. Re-establishing working relationships with relatives.

7. Fitting into community life as a young family.
8. Planning for further children in the family.
9. Reworking a suitable philosophy of life as a family.
    a. seeing through the drudgeries to the fundamental satisfactions of parenthood.
    b. valuing persons above things.
    c. resolving the conflicts inherent in the contradictory developmental tasks of parents and young children, and of fathers and mothers.
    d. establishing healthy independence as a married couple.
    e. accepting help in a spirit of appreciation and growth.

Stage III

D. FAMILIES WITH PRESCHOOL CHILDREN
(oldest child: 30 months to 6 years)

1. Supplying adequate space, facilities and equipment.
2. Meeting predictable and unexpected costs of family life with small children.
3. Sharing responsibilities within the expanding family.
4. Maintaining mutually satisfying sexual relationships and planning for future children.
5. Creating and maintaining effective communication systems within the family.
6. Cultivating the full potentials of relationships within the extended family.
7. Tapping resources, serving needs, and enjoying contacts outside the family.
8. Facing dilemmas and reworking philosophies of life in ever changing challenges.

Stage IV

E. FAMILIES WITH SCHOOL CHILDREN
(oldest child: 6 to 13 years)

1. Providing for parents' needs for privacy, quiet, and order during children's vigorous years.
2. Keeping financially afloat while the family nears the flood stage.
3. Cooperating to get things done.
4. Continuing to satisfy each other as married partners.
5. Effectively utilizing communication systems within the expanding family.
6. Feeling close to relatives in the larger family.
7. Tying in with life outside the family.
8. Testing and retesting family philosophies of life.

Stage V

F. FAMILIES WITH TEENAGERS
(oldest child: 13 to 20 years)

1. Providing physical facilities for simultaneous and often conflicting needs of different family members.
2. Working out money matters.
3. Sharing the tasks and responsibilities of family living.
4. Finding zest in marriage and serving as good examples in married living.
5. Keeping communication systems open.
6. Maintaining contact with members of the extended family.
7. Growing into the world as a family and as persons.
8. Reworking and maintaining a philosophy of life that fits the new levels of development as a family and as members of a changing world.

Stage VI

G. FAMILIES AS LAUNCHING CENTERS
(first gone - last child leaves)

1. Arranging physical facilities for a variety of functions.
2. Meeting added costs of college, vocational training, weddings, etc.
3. Reallocating responsibilities among grown and growing children in the family.
4. Coming to terms with themselves and each other as husband and wife.
5. Maintaining the open systems of communication.
6. Widening the family circle to include new relatives by marriage.
7. Reconciling conflicting loyalties and philosophies of life.

Stage VII

H. FAMILIES IN THE MIDDLE YEARS
(empty nest, retirement)

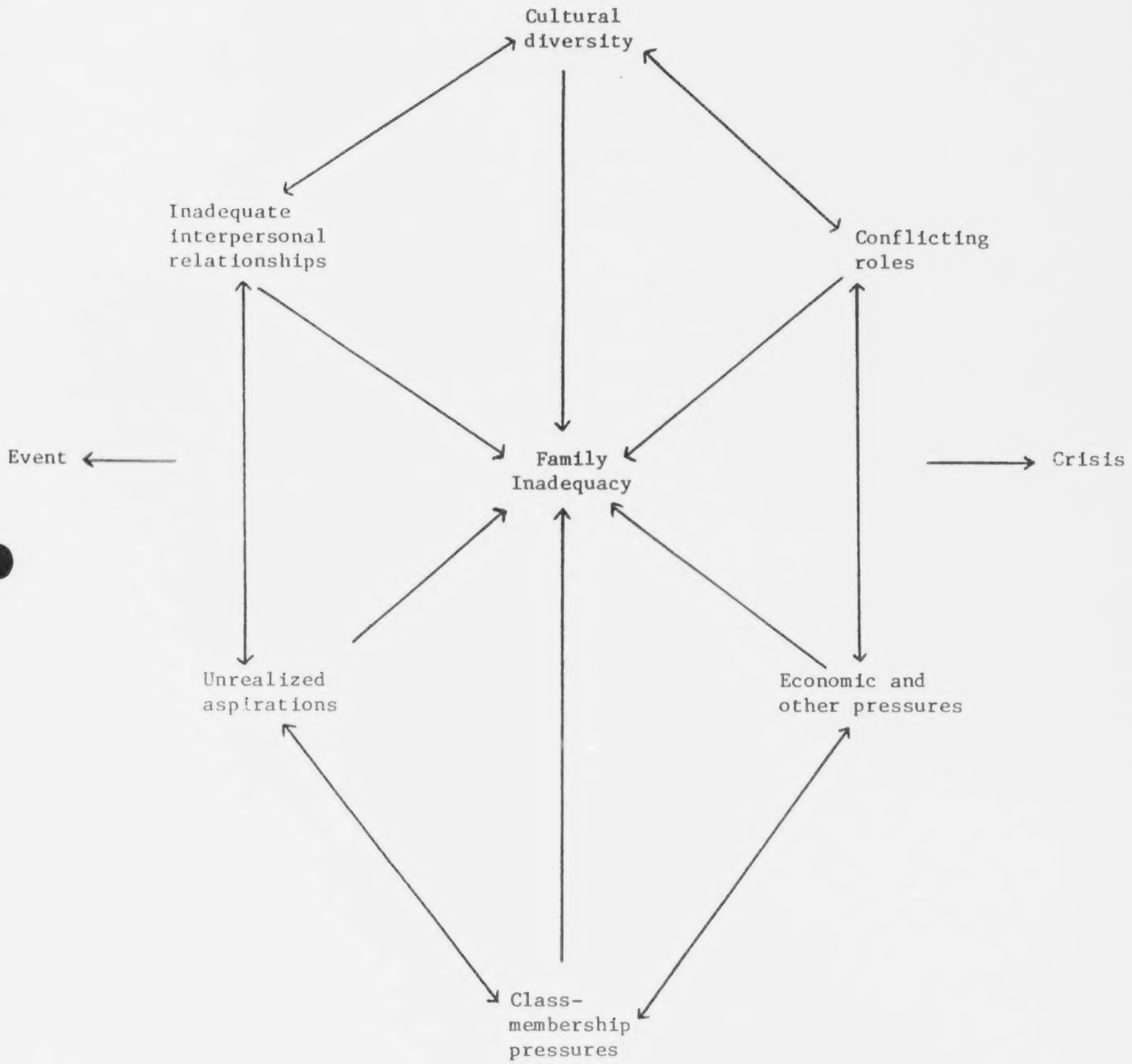
1. Maintaining a pleasant and comfortable home.
2. Enjoying financial peace of mind now while assuring security for the later years.
3. Carrying household responsibilities lightly and together.
4. Drawing closer together as a couple.
5. Maintaining warm, mutually supportive relationships with grown children's families.
6. Keeping in touch with brothers' and sisters' families and with aging parents.
7. Participating in community life beyond the family.
8. Reaffirming the values of life that have real meaning.

Stage VIII

I. AGING FAMILIES
(retirement to death of both spouses)

1. Finding a satisfying home for the later years.
2. Adjusting to retirement income.
3. Establishing comfortable household routines.
4. Mutual nurturance of each other as older husband and wife.
5. Facing bereavement and widowhood.
6. Maintaining meaningful contact with children and grandchildren.
7. Caring for elderly relatives.
8. Keeping a lively interest in things and people outside the family.
9. Finding meanings in life.

CAUSES OF FAMILY CONFLICT


Cultural diversity
Inadequate interpersonal relationships
Conflicting roles
Event
Family Inadequacy
Crisis
Unrealized aspirations
Economic and other pressures
Class-membership pressures

- Taken from Family Development by Duvall

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EFFECTIVE COMMUNICATION

Overview

This workshop, designed for up to thirty (30) participants, uses small group, large group and didactic (2) encounters. Participants are encouraged to use the communication skills that are presented in actual "hands-on" experiences. The workshop is designed to move at a fast pace and still reinforce communication concepts.

The focus of this training is on communication as a process with special emphasis on barriers. Other related topics include the effective listening and values exploration. Further participants will be given the opportunity to develop a guide for parents and staff that encompasses effective communication techniques.

This workshop may be conducted within a five (5) or six (6) hour time frame depending upon the needs of the group.

Learning Objectives

- to examine the process for effective communication
- to identify barriers to communication
- to examine effective listening practices
- to explore values in relation to parent/staff communication
- to review a conflict resolution model
- to develop a "Working Together Guide"

Agenda

- Introduction/Climate Setting
- What is Communication?
- Barriers to Communication
- Listening
- Conflict Resolution
- Exploring Values
- Working Together Guide
- Summary/Evaluation

EFFECTIVE COMMUNICATION

Procedures

Approximate Time	Activities
5 minutes	Introduction
30 minutes	Climate Setting Activity: The Magic Circle
15 minutes	What is Communication?
40 minutes	Who is This Person?
10 minutes	Barriers to Communication
10 minutes	Small Group Activity
15 minutes	Break
15 minutes	Listening Riddles and Lecturette
10 minutes	Resolving Conflict
20 minutes	Practice Exercises
10 minutes	Report Back
60 minutes	Lunch
90 minutes	Exploring Values
15 minutes	Break
60 minutes	Working Together Guidelines
15 minutes	Summary and Evaluation

PROCEDURES

Approximate Time	Activity
5 minutes	**INTRODUCTION** - Briefly explain the agenda and learning objectives for this session.
30 minutes	**CLIMATE SETTING** - Magic Circle Activity. In order to prepare for this activity, it will be necessary to divide a group of index cards (any size) into four (4) or five (5) sets consisting of at least ten (10) cards each. Each set of ten (10) should be identical. One of the following words or phrases could be placed on each card: Respect, Power, Fear, Listening, Working relationship..., Money to me means..., Gossip, A family is..., Children always..., Success. Other words or phrases may be substituted and the sets can be enlarged or reduced in number. Divide large group into four (4) or five (5) smaller groups. Handout #1. After arranging chairs in a circle, ask each group to select a leader and distribute index cards. Distribute one (1) set of index cards to each leader. The leader should randomly select a card from the deck and ask members to either complete the sentence or discuss the word. Proceding in order around the circle, each member of the group should take a turn responding.

Approximate Time	Activity
	Feedback and Discuss - In a large group ask participants the following questions: 1. What relationship does this activity have to communication? 2. Which was easier - responding to words or completing sentences and why? 3. How can this exercise be used to reduce or minimize misunderstandings or misinterpretations of information? 4. What, if any, impact could this activity have on staff/parent relationships?
15 minutes	WHAT IS COMMUNICATION? Use Lecturette titled "Communication." Distribute Handout #1 following lecturette.
40 minutes	WHO IS THIS PERSON - Distribute Handout #1 to each participant. Instruct each person to individually complete the tasks identified on the Handout. After completion, find a partner and discuss each task. Share differences and similarities. Large Group Discussion - Process this activity by discussing Key Concepts on Communication. Distribute Handout #2 and discuss.
10 minutes	BARRIERS TO COMMUNICATION - See Handout #3 and Key Concepts on Barriers to Communication.

Approximate Time	Activity
10 minutes	Find a partner and discuss the following questions. Each person should have the opportunity to discuss each question for two (2) minutes. o For me, communication is hardest when.......? o For me, communication is easiest when.......?
15 minutes	BREAK
15 minutes	LARGE GROUP ACTIVITY - Use Listening Test: Riddles. Distribute Handout #4 "'Guides to Good Listening" and discuss.
10 minutes	Conflict Resolutions - Use lecturette on Conflict Resolution and Handout #5.
20 minutes	"I" MESSAGES PRACTICE EXERCISE - Divide large group into five (5) to six (6) small groups. Each group should select a leader and recorder. Use Handout #6 for small group activity.
10 minutes	REPORT BACK AND DISCUSSION - Ask group leaders to briefly share what took place in the small groups.
60 minutes	LUNCH
90 minutes	EXPLORING VALUES - lecturette and practice experiences. Use lecturette on Values: Collisions and Change. Distribute Handout #7. See Key Concepts on Values and Communication. After completing the lecturette, divide group into four (4) or five (5) small groups. Conduct a values practice activity. Use Handout #8, "Coat of Arms" and see directions.
15 minutes	BREAK

Approximate Time	Activity
60 minutes	**WORKING TOGETHER GUIDELINES** - Ask participants to return to four (4) or five (5) small groups. Each group is to develop specific guidelines for improving communication based on material covered in the workshop. Assign groups the following tasks:

Group	Guidelines for:
A	Parent/Child
B	Co-workers
C	Supervisor/Worker
D	Parent/Staff

After thirty (30) minutes, check with each group to determine how far along they are. At the end of forty-five (45) minutes, bring group together for sharing.

15 minutes	SUMMARY AND EVALUATION

LECTURETTE

COMMUNICATION

A father teaching his daughter to ride a tricycle... two (2) teenagers sharing a secret... a mother holding and rocking her infant son to sleep... a young couple exchanging angry words... an unsmiling store clerk absentmindedly hands a customer change... an old man sitting silently on a park bench staring at the pigeons... These events can all be described as communication; either verbal or nonverbal. Communication occurs constantly between people whether it is planned or unplanned. Even when people decide to stop talking, it is impossible to stop behaving. The behavior of people provides a constant stream of messages and sources of clues to feelings. Communication means every kind of behavior in all areas of human life, i.e., speech, laughter, sighing, gestures, posture silence.

Why then is it so difficult for people to communicate with one another in an effective manner? Effective communication skills do not come easily. In today's fast paced world, interpersonal relationships often fall victim to neglect. People often don't have the time to nourish, nurture, enrich and support the feelings of others. Loneliness, conflict, family problems, stress, broken relationships are the spoils of the "battle" waged by modern society.

The Head Start philosophy encompasses a commitment to bring about changes in the lives of children and their families. Building positive relationships between parents and staff is no easy task. Given the many demands placed on parents and staff, is it any wonder why relationships sometimes falter? Staff have expectations for parents in relationship to the program. Staff expect parents to volunteer, to participate in training experiences, to have their child ready for the bus, to keep appointments, to share information about their children, to participate in special activities. How can staff communicate their expectations to parents?

On the other hand, parents have expectations for staff. Some of their expectations include being treated with respect, having their children exposed to a high quality learning program, creating a safe and healthy environment for their children, having opportunities to volunteer. How can parents communicate their expectations to staff?

Communication is the life giving force of every relationship whether between parents/staff, parent/child, husband/wife or employee and supervisor. All relationships are nurtured when open, honest, clear and sensitive communication occurs. By the same token, communication falters or deteriorates when exchanges are harsh, hostile, guarded and demeaning. The direction communication takes largely depends on the skills of the sender and the receiver.

COMMUNICATION

Concepts for Presentation

Topic	Key Concepts to Discuss
Communication	Occurs on an ongoing basis
Verbal and Nonverbal Communication	People usually communicate factual information verbally. However, nonverbal clues often indicate true feelings associated with relationships.
Parent/Staff Communication	Often difficult because of expectations, experiences, concerns, fears and misunderstandings.
Communication is a process	Emphasize the role of the sender and the options open to the receiver of the mesage. The choices that the receiver makes are often dependent upon past experiences, skill, expectations, emotions, level of comfort. Handout #1 clearly depicts the route a message takes. Some discussion could be given to the causes of misunderstandings and misinterpretations.
Change	People can learn to change by developing and enhancing communication skills.

BARRIERS TO COMMUNICATION

Concepts for Presentation

Topic	Key Concepts to Discuss
Barriers	Not all attempts at communicating are successful. Sometimes people build walls around themselves for protection. Sometimes the message that is received is distorted and blocked.
Why barriers?	There are many possible reasons for self-imposed barriers. Sometimes people may find a source of security when barriers or walls are put up. Sometimes people fear because of past experience.
Three categories of barriers	Some or all of these barriers could be experienced by a child or adult during a typical week. Parents, spouses, supervisors, or merchants might inadvertently use any of the twelve (12) barriers. See Handout #3. The result is often deteriorated relationships and feelings.
Are you a good listener?	Ask for a show of hands of those who consider themselves to be good listeners. Actually, most of us are not good listeners. The Listening Test: Riddles are a fun way to show that our listening can be improved.
What is listening?	Carl Rogers often refers to deep hearing that includes words, thoughts, feeling tones, and personal meaning. Listening then is a combination of hearing what another person says and some emotional involvement with the person who is talking.

Topic	Key Concepts to Discuss
How important is listening?	Typically, listening takes up more of our waking hours than any other activity. A recent study of working persons showed that: 70% of time spent in communication, of this total amount: 9% in writing 16% in reading 30% in talking 45% in listening Actually 75% of oral communication is ignored.
Why aren't we better listeners?	Many of our experiences as children and adults have helped to reinforce inattentiveness, interruptions, fantasy, boredom and roadblock.
How can we become better listeners?	Handout #4, "Guides to Effective Listening" can be used to help us become better listeners. Ask group to add to the list any special guidance they might like to suggest.

LISTENING TEST: RIDDLES

Objective:

To introduce a session on listening or on communications by showing that few of us really are good listeners. By the use of a humorous, light exercise such as these riddles, the participants are quickly shown that their own skills in listening can be improved.

Procedure:

Ask the group to take a sheet of paper and number from 1 - 5 on it. Tell them you are going to ask them a series of questions, all of which have short answers. They are to simply jot down their responses on their sheets. Read each question only once.

Now check their answers (see the key below). Ask, "How many said 'Yes' for #1? How many said 'No'?" (A few chuckles will prompt the group that something may be wrong.) Then read the questions again, providing them with the appropriate commentary.

Key:

1. There's no law against a man's marrying his widow's sister, but it would be the neatest trick of the week. To have a widow, he would have to be dead.

2. Oh, yes. They have a 4th of July in England. They also have a 5th and 6th, and so on.

3. First of all, you'd light the match.

4. Moses took no animals at all. It was Noah who took two of each.

5. You can't bury survivors under any law - especially if they still have enough strength to object!

From: "Games Trainers Play" by John S. Newstrom and Edward E. Scannell

LISTENING TEST: RIDDLES

1. Is there any federal law against a man's marrying his widow's sister?

2. Do they have a 4th of July in England?

3. If you had only one match and entered a cold room that had a kerosene lamp, an oil heater, and a wood stove, which would you light first for maximum heat?

4. How many animals of each species did Moses take aboard the Ark with him during the great flood?

5. According to International Law, if an airplane should crash on the exact border between two countries, would unidentified survivors be buried in the country they were traveling to, or the country they were traveling from?

LECTURETTE

Conflict Resolution

Conflict is as natural to humans as rain is to flowers and plants. That is to say that we can get along without it maybe, but it is needed in order to maximize growth and potential.

Conflict is an opportunity rather than a pain. Obviously, conflict between individuals, nations and animals can be stressful and bothersome. However, if handled appropriately, this tension will instigate actions that can result in growth.

Conflict can be descriptive, destructive and difficult to control. If allowed to escalate, it can expand and consume everyone. Often parents and staff are at odds about a policy or issue. This conflict if handled properly, presents an opportunity for open discussion, exploration and negotiation. Actually, it may increase motivation and energy available to do the tasks at hand. Also, people can increase their innovative or creative nature by resolving the conflict. Other benefits include increased understanding and awareness of one's own perceptions and those of others.

However, if conflict is left to boil and fester, the result is closed communications and stalled relationships.

We often avoid confronting another person about his behavior for fear of damaging the relationship. Such avoidance can result in an accumulation of bad feelings that suddenly explode or lead to devious tactics. The goal of constructive confrontation - I Messages - is to deal with problem behavior in a manner that will produce volunteered change while maintaining the quality of the relationship and communication.

Effective I Messages:

- Preserve the other's self-esteem
- State (communicate, deliver) my feelings, however strong, congruently
- Leave the choice of the solution with the other person
- Pursue to a conclusion rather than "hit and run"
- Require Active Listening to deal with the other's emotional reaction

LECTURETTE

Values: Collisions and Change

Values are probably the most deeply ingrained shapers of human behavior and the most resistant to change. Specific behaviors fluctuate almost moment to moment and can be modified by numerous forces (e.g., "I" Messages). Our established needs are less flexible (i.e., food, clothing) than behavior but are still highly subject to substitution, delay, compromise and the like. On the other hand, our values remain relatively fixed, changing very slowly through the life span. Rarely are our values drastically altered in a brief time frame (e.g., religious "conversion".)

In spite of the relative permanence of our value systems, changes can be precipitated by practicing skills that are presented in the Effectiveness Training materials, developed by Thomas Gordon. These skills include:

MODELING

Openly demonstrating or exhibiting your values to those whom you wish to influence. Modeling can be especialy effective if you are attempting to strengthen an existing value. This technique is also used during Exploring Parenting training.

Examples of modeling:

If you expect the members of the group to arrive on time, you must always begin the meeting on time.

If you want members of a group to participate in training, you must also participate.

CONSULTING

Attempts to strengthen or diminish another's value system by presenting information, benefits, or experiences related to the value. An effective value consultant does his homework, separates fact from fancy, prepares and delivers a persuasive presentation, and shows a willingness to actively listen to, questions or rebuttals from the other person. In most cases, you can only be a value consultant when asked, directly, or indirectly. Otherwise you become an uninvited nag and risk damage to the relationship and a discounting of your values.

Examples of effective values consulting might be:

As a chairperson, presenting opportunities for members to observe another group that works effectively together.

As a member, explaining a point of discussion to another member who expresses confusion.

From: Effectiveness Training Inc. by Dr. Thomas Gordon

Adapted for use by: Sylvia Carter, Parent Involvement Training Specialist, Head Start Resource and Training Center.

VALUES AND COMMUNICATION

Concepts for Presentation

Topic	Key Concepts to Discuss
Values are learned	We learn values almost from the time of birth. Values are acquired through experiences, relationships, modeling.
Values are not static	As we grow and develop, likewise, our values change. Changes occur as we grow from adolescence to young adulthood, to adulthood, to middle age and finally to an older age.
Values may differ between cultures, age groups, socio-economic groups, ethnic groups	These differences tend to make both individuals and groups very unique and special. It is often this specialness that is misunderstood or misinterpreted as we attempt to communicate with each other.
Values that are misunderstood often cause problems	Often conflicts between parents and staff are the result of a misunderstanding of existing values. It is not unusual for urban families to value things or experiences different from rural families. By the same token, these families may very well share many similar values.
Values as a tool for goal agreement	It is important for parents and staff to know and understand each other's values. Through a process of sharing and clarifying one's values, it becomes increasingly easy to develop common goals.

COMMUNICATION ACTIVITY:

WHO IS THIS PERSON I CALL ME?

"I felt I had to build a high wall around myself so people couldn't look in and discover what I was really like. In the process of hiding my inner self from you, I also hid it from me and I built higher and higher walls against the only people who could save my life - the people around me."

by Jesse Lair
from Ain't I a Wonder
and Ain't You a Wonder, Too!

Directions:

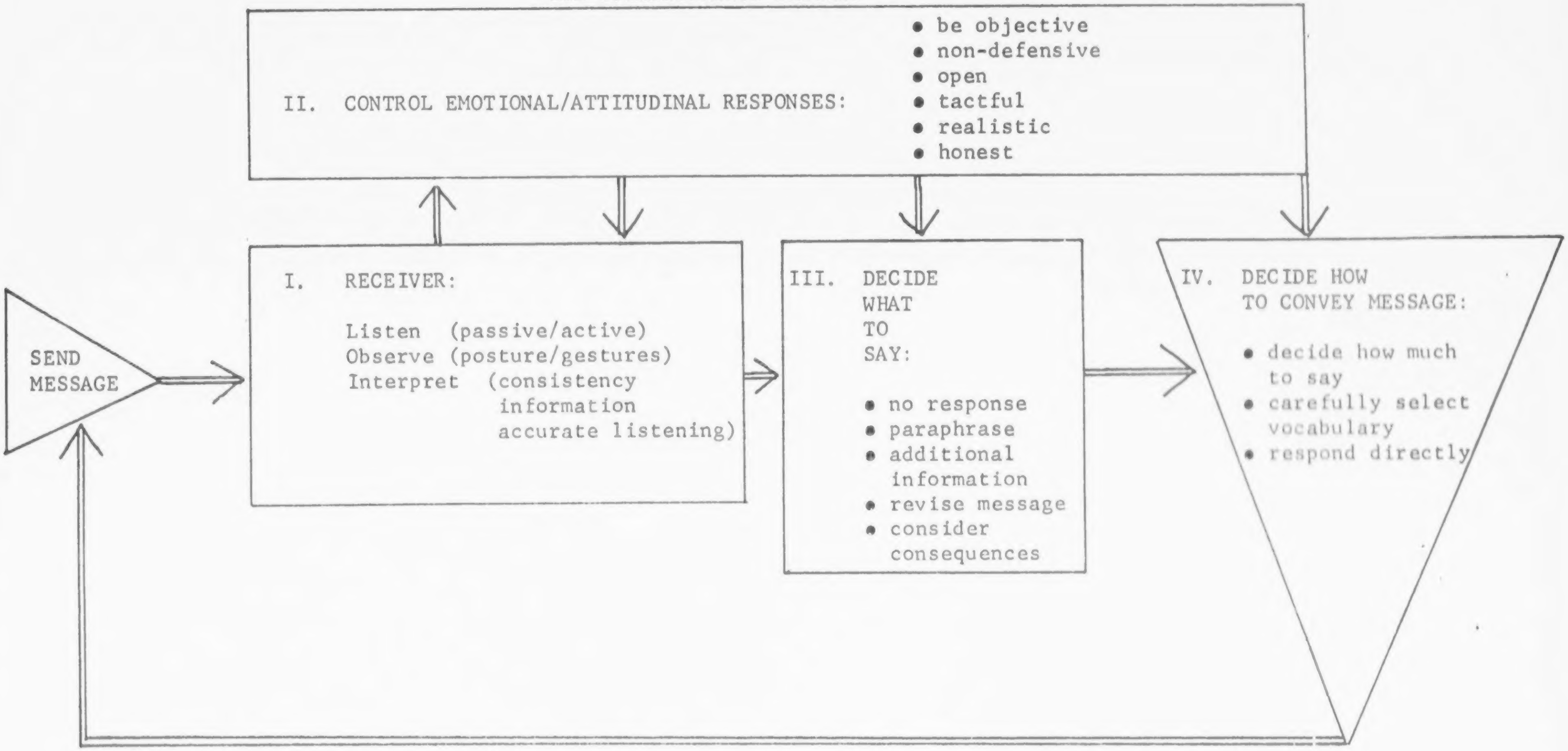
1. Read the above quote. What are your reactions? Do you agree or disagree?

2. What kind of walls do parents and staff build in Head Start?

Parents	Staff

Handout #2

THE COMMUNICATION PROCESS



Handout #3

BARRIERS TO COMMUNICATION

Category	Description	Actions
JUDGING	A tendency to judge the other person. This tendency is heightened in situations where feelings and emotions are strong. People tend to evaluate emotionally charged statements quickly. Ex: "I didn't like what that teacher said about children needed to be disciplined." "I think you're being unfair. Children should learn to be quiet."	1. Criticizing 2. Name-calling 3. Diagnosing 4. Praising Evaluatively
SENDING SOLUTIONS	The potential for creating barriers by sending solutions carries higher risks when one or both persons are experiencing a need or problem. The solution often compounds the situation, thwarts personal growth and creates new problems. Ex: "Pick up your toys." NO! "A child is supposed to pick up after themselves."	5. Ordering 6. Threatening 7. Moralizing 8. Excessive Questioning
AVOINDING THE OTHER'S CONCERNS	People often resort to some form of diversion to get a conversation or exchange "off the track." Diversion is used when the topic under discussion is unfamiliar, uncomfortable, or when one or more person's need attention. Ex: "Boy, I thought I would never accomplish all this. I feel like...." "Speaking of accomplishments, I....."	9. Advising 10. Diverting 11. Logical Argument 12. Reassuring

GUIDES TO EFFECTIVE LISTENING

- Find an area of interest
- Judge content, not delivery
- Delay evaluation
- Listen for ideas
- Be flexible
- Actively work at listening
- Resist distractions
- Exercise your mind
- Keep your mind open

USE OF THE 'I' MESSAGE

The ideal 'I' Messages include these three elements, arranged in any order:

Non-blameful Description of Specific Behavior	Congruent Primary Feelings	Description of the Concrete and Tangible Effects on Me
The other receives a clear idea of what he has done, without creating excessive defensiveness A specific, rather than a general description is most effective Blame-loaded words or intonations are to be avoided.	This is the fuel of the 'I' Message. It allows the other to hear and feel the intensity of the concern. Expressing primary feelings displays the sender's need for the other's help and encourages openness.	If the other can see the effect of his behavior, he is more likely to consider changing. This element helps the message avoid the errors of being judgmental, moralistic, or the "It's for your own good" stance.
Example: When you do not show up to volunteer as promised....	Example: I really feel frustrated because....	Example: I had a field trip planned that required the assistance of at least four adults.
Example: When reports are consistently turned in late...	Example: I feel very angry because...	Example: I am not able to evaluate effectively due to inadequate information.

From: "Effectiveness Training" by Thomas Gordon

Adapted by: Sylvia Carter, Parent Involvement
Training Specialist
HSRTC

PRACTICE EXERCISE

SENDING "I" MESSAGES

In small groups, complete the following statements individually first. Share with the group by finding a partner to act out one "I" message and response. No more than 2 minutes each.

SITUATION	"YOU" MESSAGE	"I" MESSAGE
1. Mother using vacuum cleaner. Child keeps pulling plug out of socket. Mother is in a hurry.	You're being bad.	
2. A co-worker almost never completes reports. You are both being blamed for submitting late and incomplete reports. You're angry.	You never do what you're supose to do.	
3. Your supervisor has once again failed to recognize your special efforts and extra time you put in. You want to let her know that you feel cheated.	You always notice the work of others.	
4. Once again, Mrs. Smith, a regular volunteer has threatened to spank a child and also yells at the other children. As a teacher you must stop this behavior.	You had better stop yelling and threatening my children.	

You may choose a message from this list or develop another situation.

Eight Universal Values

1. Affection, or feeling love and friendship for and from others
2. Respect, or being looked up to and looking up to others
3. Skill, or feeling able and being able to do things well
4. Enlightenment, or understanding meaning and using knowledge to do what one wishes
5. Influence, or the feeling of power over others
6. Wealth, or meeting basic needs
7. Well-being, or experiencing a healthy self-image, contentment, and happiness through good mental and physical health
8. Responsibility or rectitude, a feeling of being trusted and knowing what is right and wrong in oneself and others

Taken from: "Power and Personality" by Harold D. Lasswell

Activity: Coat of Arms

Directions: Ask the participants to return to the same small groups they have been working in during the workshop. It is important that these small intact groups remain together to carry out this activity.

Distribute Handout #8 and supply each group with felt tip markers or crayons of various colors.

Each person should:

A. Create an emblem (or various pictures (or various pictures that fit in each area of the coat of arms) that best symbolizes his/her purposes, values, characteristics, etc. (i.e., hobbies, beliefs, pets, family).

B. After completion of individual emblems, share with members of the small group, distribute large newsprint sheets to each small group and discuss.

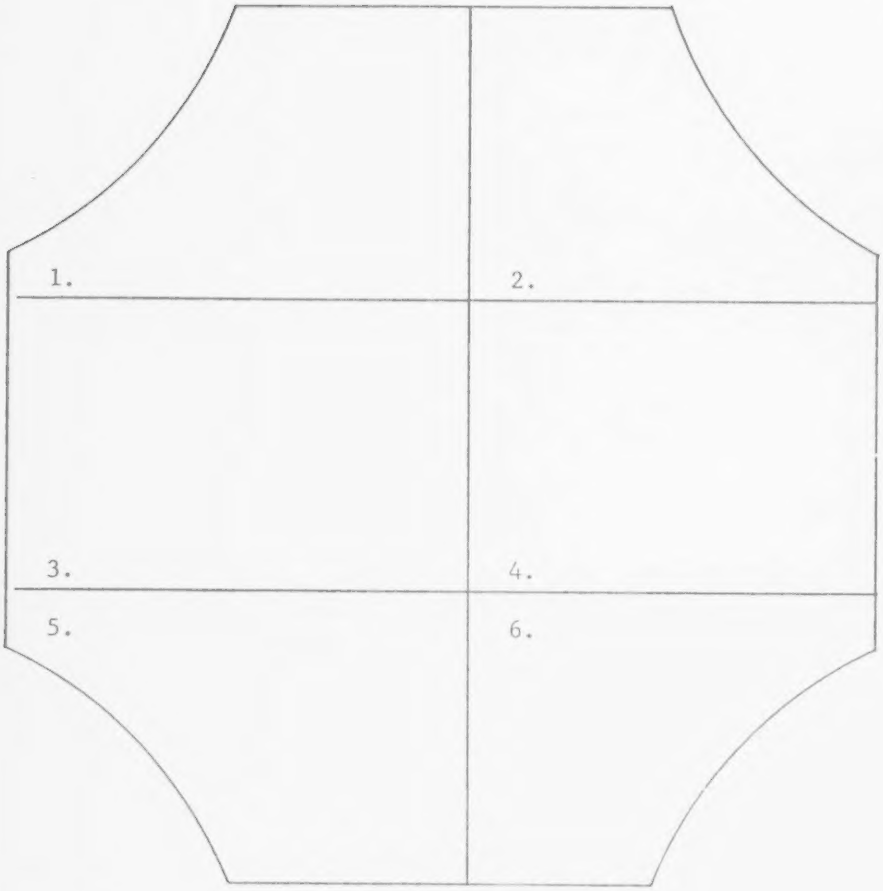
Each group should:

A. Create a group consensus emblem that depicts the groups values, norms, goals, etc.

B. Then display its emblem and discuss.

In the large group, discuss the differences and similarities. What impact, if any, do these emblems have on communication in the program?

COAT OF ARMS



RESOURCES

Thomas Gordon, *Parent Effectiveness* Training, 1970.

The Love Fight: Caring Enough to Confront, Herald Press, 1977.

Virginia Satir, *Peoplemaking,* Palo Alto, CA: Science and Behavior Books, 1972.

Policy Group Skill Development

OVERVIEW

Policy Council/Committee members, Parent Coordinators, Board members and Program Directors could benefit from this workshop. The primary focus is on strengthening the policy group through the use of skill development, skill reinforcement, resource access and staff support. This workshop would be especially appropriate for new or inexperienced policy group members.

The staff person planning to conduct the training should prepare in advance. It will be necessary to be completely familiar with the Head Start Performance Standards, Transmittal Notice 70.2 - The Parents, Policy Group Bylaws, and the program's parent involvement philosophy.

In addition, follow up will be necessary. Make contact with individual group members either in person or by phone. Review the training experience and help individuals further assess and analyze needs.

This two day workshop is designed for up to thirty (30) participants. Workshop participants will experience large groups, small groups, needs assessment, skill analysis and skill practice. These multi-faceted experiences should help participants become aware of a variety of resources that can be used.

LEARNER OUTCOMES

Participants will:

- o analyze the functions of the policy group
- o identify policy group training needs
- o describe the policy group skill development process
- o design a plan for policy group development

Materials needed for this workshop:

Felt Markers

Newsprint

Easels

Overhead Projector

Pencils

Paper for note taking

Handouts

Special Equipment:

This module is accompanied by a series of transparencies which can be used to enhance the content. An overhead projector will be needed in order to view the transparencies. However, the module can be used without the transparencies.

AGENDA
Day I

Approximate Time	Activities
15 minutes	Introduction
15 minutes	Warm-up
30 minutes	Policy Making: A Big Job
20 minutes	Small Group Activity
10 minutes	Report Back
15 minutes	Break
30 minutes	Analysis of Policy Group Development
20 minutes	Small Group Activity
20 minutes	Report Back
60 minutes	Lunch
15 minutes	Policy Group Skill Development Process: An Overview
10 minutes	Step I: Needs Assessment
30 minutes	Small Group Activity
10 minutes	Report Back
10 minutes	Description of Essential Skills
20 minutes	Step II: Compile, Set Priorities, Analyze
15 minutes	Break
10 minutes	Focus on Skills: Leadership
20 minutes	Leadership Behavior
15 minutes	Summary

Day II

Approximate Time	Activities
15 minutes	Review and Introduction
10 minutes	Focus on Skills: Lecturette on Communication
20 minutes	Small Group Task: Reflective Listening
10 minutes	Discussion and Report Back
10 minutes	Focus on Skills: Lecturette on Decision Making
20 minutes	Film
15 minutes	Break
30 minutes	Discussion of Film
10 minutes	Focus on Skills: Lecturette on Conflict Resolution
30 minutes	Small Group Task - Conflict Prevention
10 minutes	Report Back
60 minutes	Lunch
10 minutes	Review of Overall Training Experience
90 minutes	Policy Group Skill Development Process: Step III - IV.
15 minutes	Summary
15 minutes	Evaluation

POLICY GROUP SKILL DEVELOPMENT
Procedures

Day I

Approximate Time	Activity
15 minutes	**INTRODUCTION** - Review the agenda and objectives. Ask participants to share what their objectives are. List any new objectives on newsprint. Refer to these objectives during the summary period at the end of Day II. Divide large group into four or five small groups.
15 minutes	**WARM-UP** - Ask each small group to draw a picture of a sports team (football, baseball, soccer, etc.) that best represents a policy group in action. Process: 1. Ask each group to share its drawings and discuss its reason for choosing the team. 2. What, if anything, would they like to change? Place the drawings on the wall for the duration of the training. Refer to drawings at end of Day II.
30 minutes	POLICY MAKING - A BIG JOB - Explore policy making. Mini-lecture - Discuss the role of the policy group based on 70.2. Focus on the major responsibilities related to membership on a policy group. Use handouts #1 "Policy Group Interactions" and #2 "Policy Group Functional Job Analysis."

Approximate Time	Activity
	Use transparencies #1 "Relationship of the Policy Council to the Total Head Start Organization" and #2 "Policy Group Interaction Model."
20 minutes	Small Group Activity – Following the discussion on Policy Making, divide the total group into three or four small groups. Small groups should sit in a circle. Each group should select a leader who would be responsible for recording the group response to the following question: What are the fringe benefits of a policy making job?
10 minutes	Report back to total group. Each small group will share briefly the results of the discussion in the small groups.
15 minutes	Break
30 minutes	LECTURETTE AND DISCUSSION Analysis of the Policy Group Development. Review the Policy Group Development handout. Discuss each stage of development. Use both transparency #3 and handout #3 to enhance lecture and discussion. Encourage questions from group. Following the discussion, divide group into four small groups.

POLICY GROUP SKILL DEVELOPMENT

Approximate Time	Activity
20 minutes	SMALL GROUP ACTIVITY - Each group will be assigned one of the following questions to discuss after selecting a leader and recorder. Hand out large sheets of newsprint and felt tip markers. Discussion questions: A. How would you describe a strong policy group? B. What do you expect to get from this policy group? C. When conflict occurs, how can the policy group maintain cohesiveness? D. How do outside influence such as the community, the Board, the staff have impact on the policy group?
20 minutes	REPORT BACK. After each group completes the assignment, hang the sheets on a wall in sequential order A, B, C, D. Review the responses. Discuss briefly the relationship between group development and member needs.
60 minutes	Lunch
15 minutes	LECTURETTE: Policy Group Skill Development Process: An Overview Provide an overview of the entire process. Allow time for reactions and questions. Use transparency #4 "Skill Development Process for Lecturette." At end of lecturette, distribute handout #4 "Skill Development Process."
10 minutes	STEP I: Needs Assesment. Review Step I and ask each participant to complete this section individually.

Approximate Time	Activity
15 minutes	SMALL GROUP ACTIVITY: Ask each participant to find a partner and share the results of the needs assessment.
10 minutes	REPORT BACK. Discuss with group the results of the needs assessment. What were the differences and similarities?
10 minutes	LECTURETTE: Description of Essential Skills. Use handout #5 and briefly review the essential skills.
20 minutes	STEP II: Compile, Set Priorities and Analyze. Use a master needs assessment and tally the results of the needs assessment. Arrange the needs in order of highest to lowest needs. Analyze the results to determine what are the groups actual needs. Record the results and place on newsprint for future reference.
15 minutes	Break
10 minutes	LECTURETTE: Focus on Skills - Leadership. Discuss the roles of group leaders. Focus on task and maintenance behavior. Use handouts #6, #7 and transparencies #5 and #6.
20 minutes	LEADERSHIP BEHAVIOR. Patterns Exercise. Divide group into triads (3) and distribute handout #8. Ask each member to complete the activity. Review directions.
15 minutes	REPORT BACK AND SUMMARY.

Day II

Approximate Time	Activity
15 minutes	**REVIEW AND INTRODUCTION.** Review the previous day's activities and ask the group if anyone has any questions. Introduce the agenda for Day II.
10 minutes	**LECTURETTE:** Focus on Skills - Communication. Discuss the importance of using effective communication skills. There are basic communication tools that are fundamental in human relationships. These tools include listening skills. conflict resolution skills and problem solving skills. Communication between people and groups is not always successful. The lack of success can often be attributed to the Twelve Barriers to Communication. Transparency #7.
20 minutes	SMALL GROUP TASK - Reflective Listening. Divide group into traids (3) and complete the following task. Handout #9. Each person will be allowed two minutes to discuss any one of the following questions. o In a group I always... o When I meet someone for the first time I... o Conflict makes me feel...

POLICY GROUP SKILL DEVELOPMENT

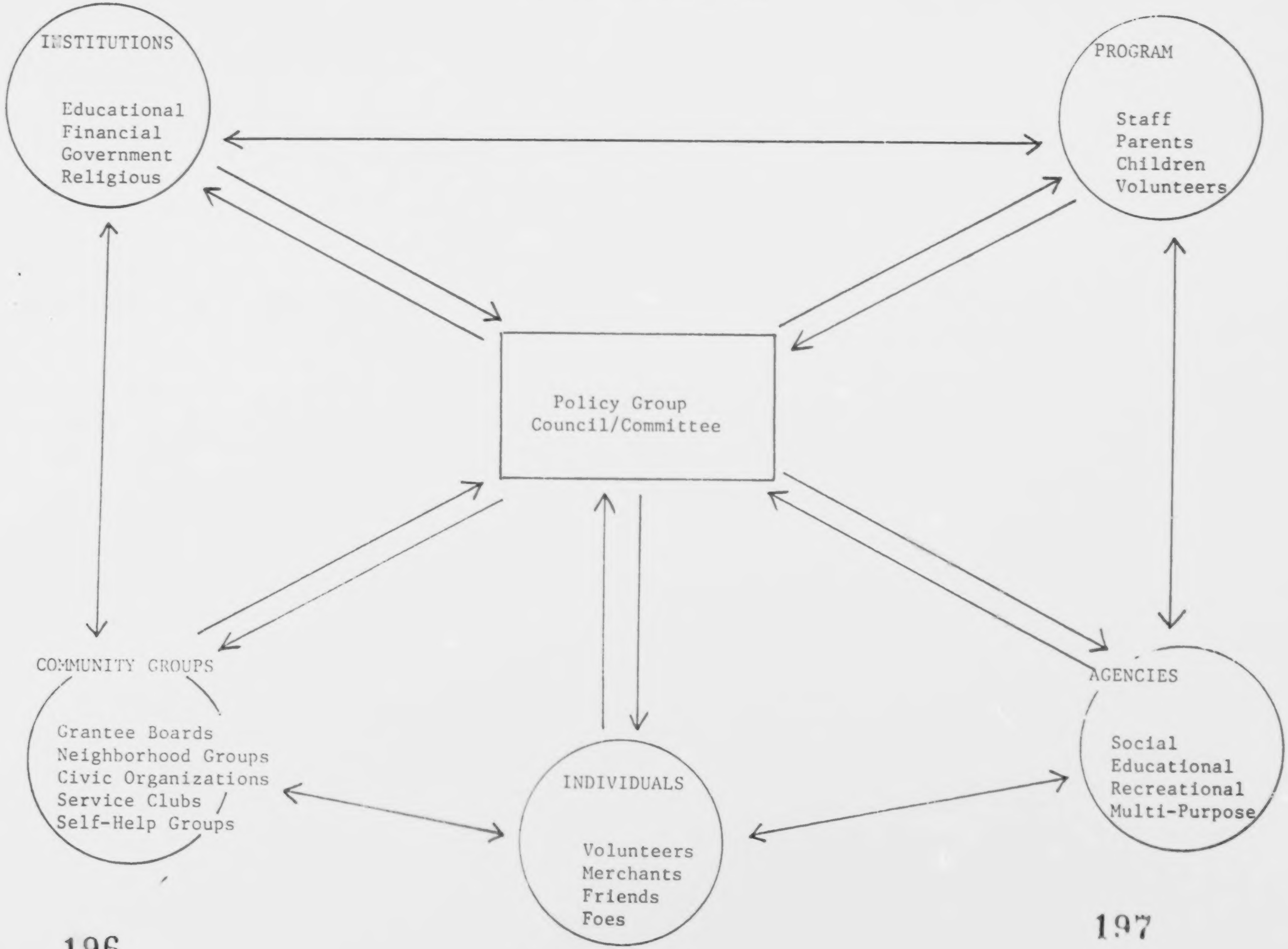
Approximate time	Activity
	Members of the triad will take turns completing the task. Specifically: Person A - talks for two minutes Person B - listens to A then has two minutes to respond reflectively to A. Tell A exactly what you heard in terms of feeling and content. Person C - observes both A and B, keeps time and processes by discussing both experiences with A and B. (Two minutes) Roles are reversed until each person has had an opportunity to function as A, B and C.
10 minutes	**DISCUSSION AND REPORT BACK.** Ask the group to share its feelings about this activity. Answer any questions that might arise. Discuss in what ways reflective listening can be useful for policy groups.
10 minutes	**LECTURETTE:** Focus on Skills - Decision Making. Discuss the importance of developing decision making skills for policy group. Use handout #10 to describe the three types of decision making.
20 minutes	FILM - "Head Start: Parent Involvement Makes it Work." This film focuses on shared decision making in Head Start. Prior to showing the film suggest that participants look for: - key elements of shared decision making - the key issue or concern voiced by policy group

Approximate Time	Activity
	- methods of resolving the issue - results obtained
15 minutes	Break
30 minutes	GROUP DISCUSSION - Lead discussion of the film referring to the above remarks as a guide. Ask if anyone would have handled the situation differently. Allow opportunity for everyone to participate in the discussion.
10 minutes	LECTURETTE: Focus on Skills - Conflict Resolution. Discuss the role of conflict in groups. Conflict is an inevitable experience for humans. To live is to experience some degree of conflict with others. Conflict in groups can create growth opportunities, prevent stagnation and enhance cohesion. On the other hand, conflict can be destructive if allowed to continue to surface without the benefit of resolution. Elements of Conflict Resolution: 1. Treat the other person with respect. 2. Listen and reflect feeling, content and meanings. 3. Briefly state your own views, needs. Use transparencies #8A and #8B.
30 minutes	SMALL GROUP TASK - Preventing Conflicts in groups. Divide group into small groups of four. Use handout #11 as a guide for discussion. Each

Approximate Time	Activity
	group should discuss ways to prevent conflict. Answers and/or comments can be recorded on the spaces provided on the sheet.
10 minutes	REPORT BACK. Ask for general feedback from small groups.
60 minutes	Lunch
10 minutes	REVIEW OF OVERALL TRAINING EXPERIENCE.
90 minutes	POLICY GROUP SKILL DEVELOPMENT PROCESS: Step III, IV and V. Refer group to Needs Assessment and Compilation Data. (Handout #4.) Determine what areas should receive attention and develop a training plan. Consider both group and individual needs.
15 minutes	REVIEW AND SUMMARY. Review plans. Ask small groups to focus attention on the drawing that was completed on Day I. Would you like to change any thing? How do you now see group functioning?
15 minutes	EVALUATION. Use an evaluation form to distribute to all participants.

Handout #1

POLICY GROUP INTERACTIONS



POLICY GROUP

FUNCTIONAL JOB ANALYSIS

Identifying policy group functions and related skills.

Functional Areas (taken from 70.2)	Related Skills
Planning	Basic and Advanced Planning Problem Solving Decision Making Communication Leadership Group Dynamics
General Administration	Assessment Problem Solving Communication
Personnel Administration	Interviewing Communication Public Relations Problem Solving Decision Making
Grant Application Process	Budgeting Communication Goal Setting Planning Organization Conflict Resolution Decision Making
Evaluation	Basic Evaluation Techniques Planning Organization Practices Problem Solving Documentation Skills

POLICY GROUP SKILL DEVELOPMENT

Handout #3

STAGES OF POLICY GROUP DEVELOPMENT

Timeline	Stage I September-October	Stage II November-February	Stage III March-June	Stage IV July-August
Group Goals	Inclusion Exploration of self/group	Work - growth Self/subject understanding	Action Support Evaluation	Termination and Transition
Group Dynamics	Housekeeping Details: 1) Definition of purpose/goals 2) Logistics of time, space, etc. 3) Selection of leadership, kind and style 4) Membership composition/ selection 5) Rules and norms/bylaws Providing information-roles/ responsibilities Socializing/informality, sharing Genuine concern Common experience Emotional expression/feelings about group Informal formation of rules and norms An atmosphere of hope/I think I-we can	Cohesiveness Creation of family Learning from each other Imitating the leader Transition and change Evaluation	Cooperation Subgrouping Conflict Risk-taking Action-taking Reflection, evaluation and reinforcement	Termination and Transition
Leader Goals	Responding Leading	Understanding/individuals and group Facilitating/helping Integrating/pulling ideas together	Facilitate action Support Reinforcement Evaluate	Conclude and Transfer

POLICY GROUP SKILL DEVELOPMENT

Handout #3 (continued)

Timeline	Stage I September-October	Stage II November-February	Stage III March-June	Stage IV July-August
Leader Skills	Paying attention to people and details Communicating basic empathy Being genuine Being concrete/exact Conveying respect to all Using effective communication Kindness	Advanced empathy/deeper Confrontation/facing the issue Leader openness Talking about us/we Suggesting alternatives Encouragement	Facilitate Develop action programs Provide support Keep the focus of responsibility clear Evaluate Challenge	Termination
Resources/ Training	Bylaws 70.2-The Parents Performance Standards Personnel Policies Minutes Group roles Support Agreements i.e., babysitting, transportation, stipends Program calendar Training calendar Information on: leadership communication goal setting planning Basic planning skills	Advanced communication information Conflict resolution skills Group Dynamics skills Advanced planning skills Negotiating skills Public Relations skills Resource utilization skills Advanced planning SAVI materials Basic evaluation Basic decision making	Conflict resolution Advanced decision making Implementing action plans Advanced evaluation Team building Developing personal plans to implement following term on policy group List of community agencies, institutions and groups that operate with a governing board or advisory body	Refer members whose terms expire to community based groups, agencies and institutions Ask experienced members to assist with training new members in September - October

Taken from: Group Power - How to Develop, Lead and Help Groups Achieve Goals by David Williamson, Prentice Hall, Inc., 1982

Revised by: Sylvia Carter, Parent Involvement Training Specialist, HSRTC

Handout #4

SKILL DEVELOPMENT PROCESS

STEP I

Conduct a general needs assessment.

Determine what information members feel they need in order to accomplish their goals. Check either general information, training or both.

ASK THE FOLLOWING QUESTIONS:

What general information or training do members need?

General Information		Training
________	Performance Standards	________
________	Head Start Manual (program)	________
________	70.2 - The Parents	________
________	Personnel Policies	________
________	Bylaws	________
________	Schedules	________
________	____________________	________
________	____________________	________

What group skills should members have in order to help participation?

________	Group Dynamics/Process	________
________	Leadership Skills	________
________	Conflict Resolution Skills	________
________	Communication Skills	________
________	Parliamentary Skills	________
________	____________________	________
________	____________________	________
________	____________________	________

As a whole, what knowledge and/or skills should members have?

General Information		Training
________	Planning	________
________	Evaluation	________
________	Budgeting	________
________	Problem Solving	________
________	Negotiation	________
________	Committee Formation	________
________	Parliamentary Procedures	________
________	____________________	________
________	____________________	________

What special information/skills should some members of the group have in order to share or use for specific projects or activities?

Information	Training		Who
________	________	Advocacy Techniques	______
________	________	Public Relations	______
________	________	Government Systems/Regulations	______
________	________	Federal Programs (similar to Head Start)	______
________	________	Resource Development	______
________	________	Head Start Organization: National, Regional, Local	______
________	________	____________________	______
________	________	____________________	______

STEP II

COMPILE, SET PRIORITIES, ANALYZE RESULTS OF NEEDS ASSESSMENT

- Determine what skills or knowledge the group will need in order to function more effectively
- Analyze results to determine the breadth of needs
- Set priorities to determine which needs should be met first
- Determine how these needs will be met and who's responsible
- Develop plans

STEP III

PLAN TRAINING/PROVIDE INFORMATION AND EXPERIENCES

Use a multiple approach to training.

- Self-help approach:

  Will any of the members of the group have the knowledge or skills needed to conduct either basic or advanced training?

- Staff as resources:

  Which staff members have the knowledge/skill to conduct the training?

- Independent Study:

  What resource materials should be made available to members to study on their own? What other learning experiences in the community would benefit members of the group?

- Training and Technical Assistance Network Events:

  Which scheduled training sessions/workshops would be relevant to members?

  Would on-site training events meet the needs of members?

STEP IV

SCHEDULE AND CONDUCT TRAINING

- Schedule training early in the program year.

  Following the needs assessment, training should begin early in order to be prepared for the job at hand.

- Schedule training for the convenience of policy group members.

  Training should take place when the majority of members can participate. Consider offering training either in the morning, afternoon, evening, all day, weekend or plan a retreat at a quiet location for the entire group.

- Allow group members to practice new skills after training has taken place. An adult learning process includes presentation of concepts, practice, discussion and planning for future use.

- Schedule training well in advance of special projects or required program activities (i.e., SAVI, budget preparation, proposal development, etc.)

STEP V

EVALUATE AND FOLLOW-UP

- Determine if the objectives were accomplished.

- Determine what was most successful.

- Determine what was least successful.

- Determine what kind of follow-up is needed, when and how often.

POLICY GROUP SKILL DEVELOPMENT

POLICY GROUP TRAINING

Handout #4 (continued)

Skill Area ______________________________

Goal	Objective	Strategies	Approach/Experience	When	Who's Responsible

POLICY GROUP SKILL DEVELOPMENT Handout #5

DESCRIPTION OF ESSENTIAL SKILLS
NEEDED BY POLICY GROUP MEMBERS

Recommended for	Essential Skills
	Group Dynamics/Process Skills
All Members (basic) Officers (basic and advanced)	Knowing how groups function; both task and maintenance functions
	Knowing how to help group move from point to point
	Knowing how people behave and interact
	Knowing how to listen to, involve and support other members
	Leadership Skills/Parliamentary Skills
All Officers (should have at least basic and/or advanced skills) Members (should have at least basic skills)	Knowing effective leadership roles/ styles
	Knowing how to be flexible
	Knowing how to energize and generate creativity in the group
	Knowing when to take a less active role
	Knowing when to increase or decrease the groups productivity
	Knowing how to keep meetings moving
	Conflict Resolution Skills
All Members (should have basic skills) Officers (should have more advanced skills) Experienced Members (should have more advanced skills)	Knowing when and how to help group get through a difficult situation
	Knowing how to maintain cohesion in the face of controversy
	Knowing how to help group articulate feelings related to conflict

Recommended for	Essential Skills
	Communication Skills
All Members (should have basic skills) Officers (should have more advanced skills)	Knowing how to listen effectively to each other Knowing how to inform the community about the group's goals, concerns or special issues Knowing how to share information with each other, the staff and community-at-large Knowing how to help members feel comfortable and essential to the group
	Problem Solving and Planning Skills
All Members (should have basic skills) Officers (should have advanced skills) Experienced Members (should have advanced skills)	Knowing how to identify problems Knowing how to choose the best solution Knowing how to develop goals, objectives and strategies Knowing how to help members of group Knowing how to allocate funds to accomplish objectives
	Resource Management Skills
	Knowing how and when to use public relations techniques in the community Knowing how to access information when needed Knowing when to negotiate Knowing when to link with other community groups

LEADERSHIP STYLES

Task Behavior - the extent to which the leader is likely to:

- organize and define roles of members
- explain what activity each is to do
- explain when, where, and how tasks are to be accomplished
- establish well-defined patterns of organization and ways of getting jobs accomplished

Maintenance Behavior - the extent to which the leader is likely to:

- maintain relationships between self and members of the group
- open up channels of communication
- allow others to use their potential
- provide socio-economic support, friendship, psychological strokes
- demonstrate facilitating behaviors

Taken from: Council Effectiveness Training, Center for Community Education Development, Cooperative Extension Service, University of Maryland, College Park, Maryland.

GROUP NEEDS

TASK NEEDS

Every group that comes together to work needs:

1. A meaningful job to be done
2. Clarification of the problem
3. A worthwhile and clear goal
4. A plan of action and procedures
5. An acknowledgement of accomplishment

MAINTENANCE NEEDS

Every group has the need to be held together, to support the working relationship of those involved:

1. To improve understanding
2. To improve communication
3. To achieve a sense of unity
4. To have a sense of sharing
5. To develop awareness of esprit de corps

Taken from: Council Effectiveness Training, Center for Community Education Development, Cooperative Extension Service, University of Maryland, College Park, Maryland.

LEADERSHIP BEHAVIOR PATTERNS EXERCISE

The following exercise focuses upon your behavior toward other group members. It will help you think about how you conduct yourself in a group. The procedure for the exercise is as follows:

1. Divide into triads (3) and complete the checklist below.
2. Turn to Part II and analyze the meaning of the words you checked.
3. Share with your partners. Each person will have 5 minutes to share the results of the checklist. Ask how the group members see you.

PART I - VERB CHECKLIST

The following checklist contains verbs which describe how people act in groups from time to time. Think about your behavior in groups and choose five (5) words which best describe your group behavior.

In a group, I usually: (check any 5)

______ accept/acquiesce
______ advise
______ agree
______ analyze
______ assist
______ concede
______ coordinate

______ concur
______ criticize
______ direct
______ disapprove
______ evade
______ initiate/introduce

______ judge
______ oblige
______ relinquish
______ resist
______ retreat
______ withdraw

PART II

Two underlying factors or traits are involved in the list of verbs: dominance (authority or control) and sociability (intimacy or friendliness). Most people tend to like to control things (high dominance) or to let others control things (low dominance). Similarly, most people tend to be warm and personal (high sociability) or to be somewhat cold and impersonal (low sociability). In the box below, circle the five verbs you used to describe yourself in group activity. The set in which three or more verbs are circled out of the five represents your interpersonal pattern tendency in groups.

	HIGH DOMINANCE	LOW DOMINANCE
HIGH SOCIABILITY	advise coordinate direct introduce/initiate lead	accept/acquiesce agree assist oblige concur
LOW SOCIABILITY	analyze criticize disapprove judge resist	concede evade relinquish retreat withdraw

From: Joining Together. Johnson and Johnson. 1975.

REFLECTIVE LISTENING

Listening is more than just hearing. Actual listening involves more than just the ears. Listening is a combination of hearing what the other person is saying and a psychological involvement with the other.

Reflective listening requires that the listener restates the feeling and/or content of what the speaker has communicated and does so in a way that demonstrates understanding and acceptance.

Essentials of reflective responses include:

1. Non-judgmental responses
2. Accurate reflection of other person's experience
3. Concise response

Example:

Sandra (parent): I don't know whether to take the job as teacher aide or not. I love being on the Policy Council... it's fun and exciting. I really get to make decisions. But I also need a job in order to make ends meet.

Kim (parent coordinator): You enjoy your work on the Council very much, but you feel a strong need to get a job.

DECISION MAKING

Majority: Decision made by some form of voting.

Results:

- fast, fair, clear, efficient
- solidifies opposing forces
- lowers commitment to the decision by the losers

Unanimity: Decision made by 100% agreement.

Results:

- difficult to achieve
- if genuine, then strong commitment

Consensus: Decision made after all aspects and possible solutions have been heard and dealt with; all may not agree, but do decide to go along with and support the group decision.

Results:

- higher group commitment
- decision may stick longer
- time consuming

Taken from: Council Effectiveness Training, Center for Community Education Development, Cooperative Extension Service, University of Maryland, College Park, Maryland.

GROUP CONFLICT PREVENTION AND CONTROL

ELEMENTS OF PREVENTION

- Guided Discussion Sheet -

STRUCTURE - potential for conflict tends to be greater in bureaucratic organizations than in organizations with less centralized control.

Discussion Question: How is your policy group structured?

LEADERSHIP - leaders who are openly supportive of group members tend to reduce or avert unnecessary strife. A leader with effective communication skills, warm personality and other leader skills tends to be able to influence conflict effectively.

Discussion Question: What kind of leadership currently exists within this group?

CLIMATE - influences the amount of conflict it generates. Cooperation and coordination of efforts to achieve group goals tends to produce harmony.

Discussion Question: What is the climate of this group?

POLICIES AND PROCEDURES - clearly stated and conceived policies tend to create orderly processes which produce harmony within the group or organization.

Discussion Question: What is the status of these program and policy group policies?

Bylaws
Personnel Policies and Procedures
Training plans for parents
Communication System
Policy Group Annual Plans

METHODS AND DEGREE OF CHANGE - often influence the amount of disputes that occur in a group or organization. Frequent change without the benefit of effective communication in an organization can result in disarray, conflict and disruption.

Discussion Question: How does this group handle change and what effect has this had on the group?

RESOLUTION TECHNIQUES - a plan that focuses on bringing about the settlement of conflict can result in a more harmonious climate within a group. People need the assurance that something will be done to correct a conflict situation.

Discussion Question: Is there a plan or policy to resolve conflicts?

EMOTIONAL PLAGUE - refers to some individuals who behave in destructive ways when working with other people. Often they do whatever they can to block constructive, positive group work. They are often critical "gossipy" and mostly negative about many things. Encourage the group to recognize this individual and develop ways to counteract this negativism.

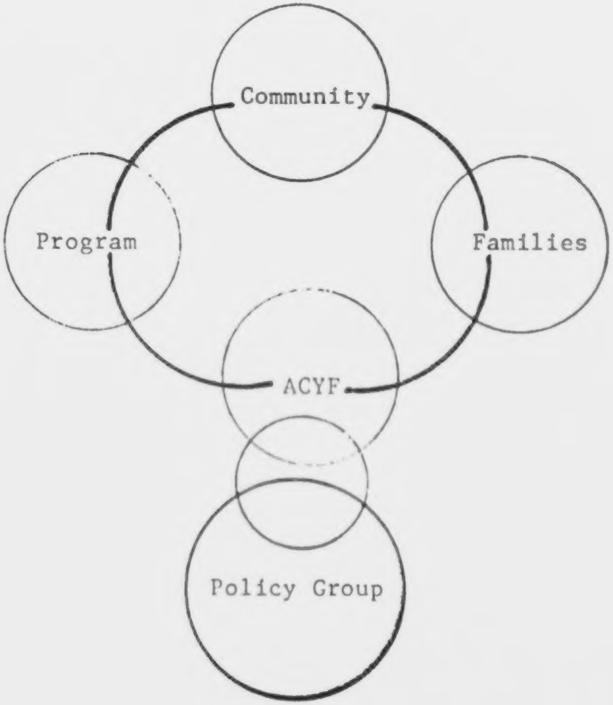
Liscussion Question: How does this group handle emotional plague?

Revised from: People Skills by Robert Bolton, Ph.D, Prentice-Hall, Englewood Cliffs, New Jersey, 1979.

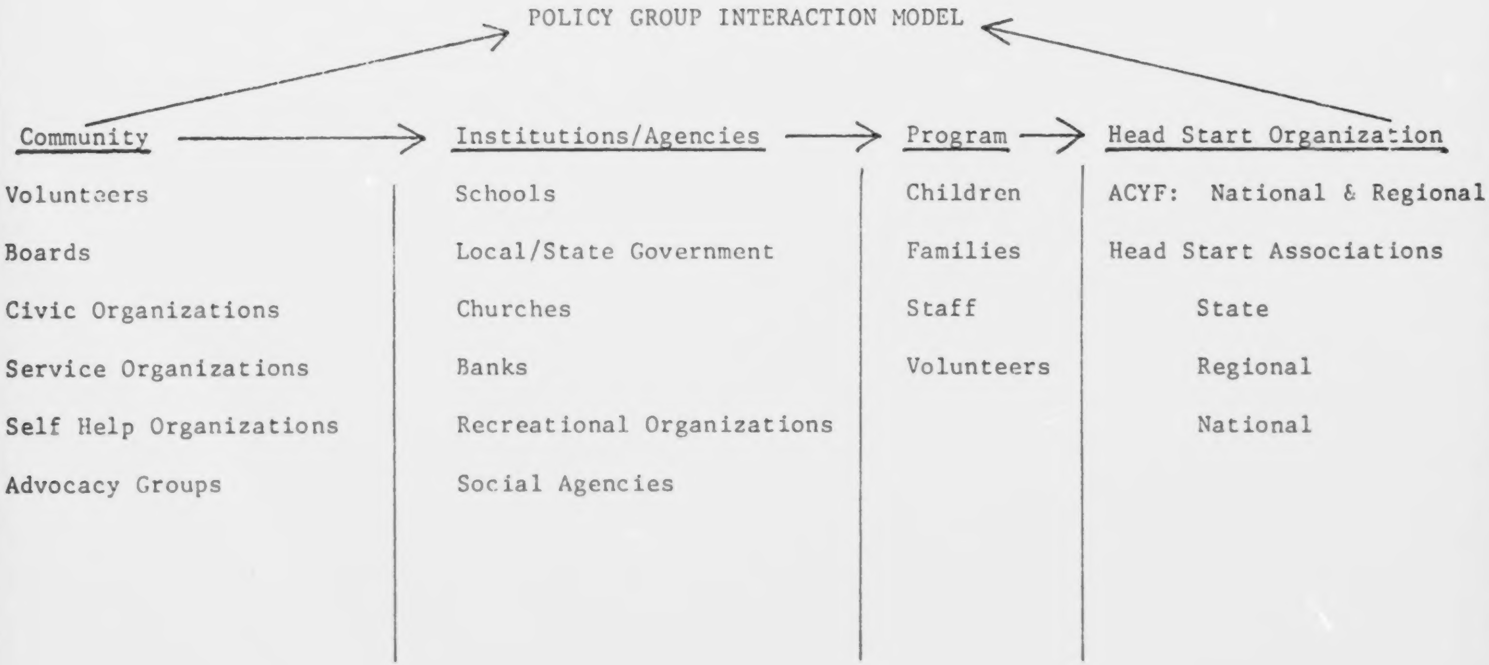
Transparency #1

RELATIONSHIP OF POLICY GROUP TO TOTAL HEAD START ORGANIZATION

Head Start Organization - State, Regional, National



Transparency #2



POLICY GROUP INTERACTION MODEL

Community	Institutions/Agencies	Program	Head Start Organization
Volunteers	Schools	Children	ACYF: National & Regional
Boards	Local/State Government	Families	Head Start Associations
Civic Organizations	Churches	Staff	State
Service Organizations	Banks	Volunteers	Regional
Self Help Organizations	Recreational Organizations		National
Advocacy Groups	Social Agencies		

Transparency #3

STAGES OF POLICY GROUP DEVELOPMENT

Stage I →	Stage II →	Stage III →	Stage IV
Inclusion -	Work - growth	Action	Termination/Transition
Exploration of self/group	Self/subject understanding	Support	Where do I go from here?
What is expected of me?	What do I need in order to get the job done?	Evaluation	
		How well am I doing my job?	

Transparency #4

POLICY GROUP SKILL DEVELOPMENT PROCESS

STEP I: Conduct a general Needs Assessment

STEP II: Compile, set priorities, analyze results of Needs Assessment

STEP III: Plan training, provide information and experiences

STEP IV: Schedule and conduct training

STEP V: Evaluate

LEADERSHIP STYLES

Task Behavior - the extent to which the leader is likely to:

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Transparency #6

GROUP NEEDS

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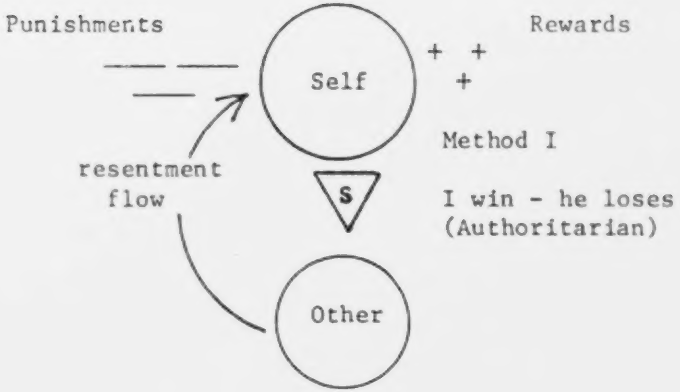
5. To develop awareness of esprit de corps

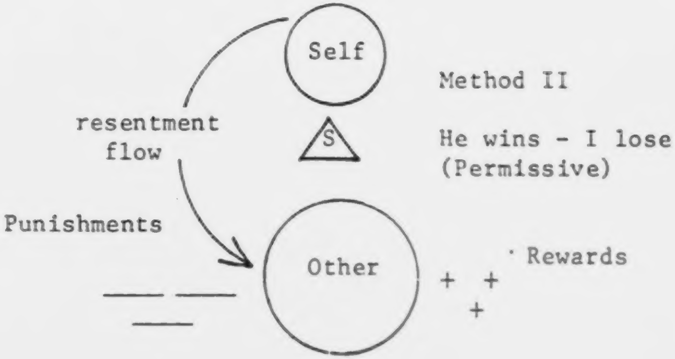
Transparency #7

TWELVE BARRIERS TO COMMUNICATION

1. Criticizing 2. Name-calling 3. Diagnosing 4. Praising Evaluatively	JUDGING
5. Ordering 6. Threatening 7. Moralizing 8. Excessive/Inappropriate Questioning 9. Advising	SENDING SOLUTIONS
10. Diverting 11. Logical Argument 12. Reassuring	AVOIDING THE OTHERS' CONCERNS

PROBLEM SOLVING: APPROACHES TO CONFLICT RESOLUTION





Assumptions about Method I and II

- Either self or other possesses rewards and/or punishers.
- Either self or other is dependent for satisfying needs.
- Either self or other is afraid.
- Only one party gets his needs met, the other goes without.

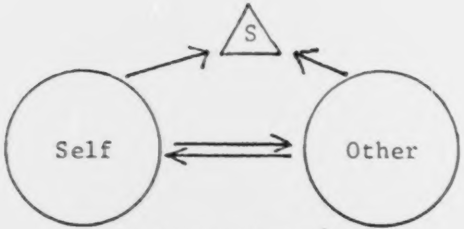
From: Effectiveness Training Associates, Inc., 197[illegible] by Dr. Thomas Gordon.

Transparency #8B

PROBLEM SOLVING: APPROACHES TO CONFLICT RESOLUTION

Method III

I win - you win
(Democratic)



two way communication
no resentment flow

Assumptions about Method III

- Rewards and Punishments are avoided.
- Your needs are important.
- My needs are equally important.
- We will approach this from a NEEDS standpoint, not a solution standpoint. (This will eliminate "selling" solutions.)
- I will never use my power.

STEPS FOR METHOD III

- Defining the Problem im Terms of Needs.
- Generating Possible Solutions. (Brainstorming)
- Evaluating and Testing the Various Solutions.
- Deciding on Mutually Acceptable Solutions.
- Implementing the Solution.
- Evaluting the Solution

From: Effectiveness Training Associates, Inc., 1975 by Dr. Thomas Gordon.